MEDICINE, SCIENCE, AND THE HUMANITIES

http://krieger.jhu.edu/msh

This is an interdisciplinary, humanities-based major using a cultural and historical context to explore scientific inquiry and the roots of medicine. The medicine, science, and the humanities major is ideal for students who plan to pursue careers in the health professions as well as those interested in issues of importance to science and medicine, and students who plan to pursue graduate work in a range of humanities, social science, or professional disciplines.

MSH Major Goals and Objectives

Goal

Medicine, science, and humanities majors will develop an interdisciplinary understanding of the cultural and historical roots of scientific inquiry and medicine, with the ability to apply these precepts to contemporary life.

Objectives

MSH majors will:

- Gain an introductory awareness of theory, interpretation, and methods in a specific humanistic topic related to science and medicine
- Acquire and develop skills of interpretation and analysis in a specific humanities discipline by focusing on primary and secondary sources such as literature, imagery, film, artifacts, and commentary
- Acquire fundamental skills of writing and oral presentation, emphasizing clear and logical exposition to enhance student readiness for subsequent graduate school, professional school, or the workforce
- Acquire knowledge and experience in the natural sciences
- Understand the advantages of multiculturalism through intermediate mastery of a language beyond English.

Affiliated Humanities Departments

- Anthropology (http://anthropology.jhu.edu)
- Classics (http://classics.jhu.edu)
- English (http://english.jhu.edu)
- German and Romance Languages and Literatures (http://grll.jhu.edu)
- History (http://history.jhu.edu)
- History of Art (http://arthist.jhu.edu)
- History of Science and Technology (http://host.jhu.edu)
- Humanities Center (http://humctr.jhu.edu)
- Near Eastern Studies (http://neareast.jhu.edu)
- Philosophy (http://philosophy.jhu.edu)
- The Writing Seminars (http://writingseminars.jhu.edu)

Major Requirements

Introductory Level

- An introduction to the medical humanities course (usually AS.145.101)
- 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.

Summary:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.145.101</td>
<td>Death and Dying in Art, Literature, and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>or AS.145.103</td>
<td>Men, Women, and Melancholy: Premodern Physiologies of Madness</td>
<td></td>
</tr>
<tr>
<td>or AS.145.104</td>
<td>Science, Medicine, Media</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course focusing on classic scientific and medical texts</td>
<td>3</td>
</tr>
<tr>
<td>Four courses in one pre-approved humanities department</td>
<td>12</td>
</tr>
<tr>
<td>Foreign language through the intermediate level</td>
<td>12-18</td>
</tr>
<tr>
<td>Six additional courses in the humanities and sciences</td>
<td>18+</td>
</tr>
<tr>
<td>Two must be in the humanities with POS-Tag MSCH-HUM</td>
<td></td>
</tr>
<tr>
<td>Two must be in the sciences</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>** Four must be at the 200-level or higher.</td>
<td></td>
</tr>
</tbody>
</table>

Sample Program

A typical program might include the following sequence of courses (note, this example plan emphasizes science):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS.145.101</td>
<td>Death and Dying in Art, Literature, and Philosophy: Introduction to Medical Humanities (Or other approved 100 level course.)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language</td>
<td>4 Natural science course at the 100 level</td>
<td>3</td>
</tr>
</tbody>
</table>
Natural science course at the 100 level                3
Humanities elective in one pre-approved department at any level                       3

Sophomore

Fall  Credits  Spring  Credits
One course focusing on classic scientific and medical texts                  3  Foreign language                              3
Foreign language                                                                 3
Natural science course at the 200 level                                      3

Junior

Fall  Credits  Spring  Credits
Humanities elective in one pre-approved department at the 300-400 level        3  Humanities elective in one pre-approved department at the 300-400 level  3

Senior

Fall  Credits  Spring  Credits
200+ level Humanities elective with POS-Tag                           3  200+ level Humanities elective with POS-Tag                                3
MSCH-HUM                                                                 MSCH-HUM

Total Credits: 50

* Examples of current choices include: AS.150.219, AS.360.134, AS.140.105, and AS.140.106

Honors in the Major

Honors will be offered as an option to juniors with a minimum GPA of 3.50 in major requirements. Honors projects will be a one-semester endeavor, typically aiming toward an original thesis paper (or equivalent scholarly or creative work) approximately 20-25 pages in length, whose topic is closely related to the student's humanities core area. Thesis projects may be supervised by a faculty member in the student's core area, or by another faculty member with expertise relevant to the topic. In either case the supervisory/mentoring role will be by arrangement between the student, MSH advisors, and the faculty member being solicited. All topics and supervisors are to be approved by the Director of Undergraduate Studies. Juniors interested in the pursing honors option must apply with the Director of Undergraduate Studies before Fall of the senior year. The application requires development of an approved research proposal with an accompanying mentorship plan.

While writing the thesis, students may enroll in the Independent Research course (AS.145.101, 1-3 credits). These credits are taken in addition to the 12 credits of the normal major requirements and do not count as an elective or advanced course.

Additional Course Information

Study Abroad

Courses

AS.145.101. Death and Dying in Art, Literature, and Philosophy: Introduction to Medical Humanities. 3.0 Credits.
This team-taught course offers an interdisciplinary introduction to the university's new concentration in "Medicine, Science, and Humanities." The themes of death, dying, and the treatment of the dead are explored in their changing historical, anthropological, philosophical, literary, art historical and medical dimensions. Open to freshmen, sophomores, and upperclass Medicine, Science, and Humanities majors.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Ender; M. Merback; W. Stephens
Area: Humanities
Writing Intensive.
AS.145.102. The Cosmic Imagination: How Literature Changes Our Understanding of the Universe. 3.0 Credits.

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 literary and philosophical imagination 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.

Prerequisites: Students may not take and receive credit for AS.145.102 and AS.211.102.
Corequisites: NA
Instructor(s): W. Egginton
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.145.104. Science, Medicine, Media. 3.0 Credits.

Much of our understanding of science and medicine is filtered through what we casually refer to as "the media": newspapers, magazines, television shows, films, and electronic social media. But the scientific world relies on its own media to produce and circulate knowledge: from scientific journals and conferences, to agar plates and petri dishes, cloud chambers and electrophoresis gels. Medical technologies from the stethoscope to the echocardiogram likewise mediate the perception of the body in health and disease, and increasingly our own understanding and perception of our bodies and our health is mediated via screens, scans, images — without which we cannot "imagine" ourselves anymore. Students will learn several tools to critically assess the technologies that mediate our knowledge of our own bodies and the broader world.

Prerequisites: NA
Corequisites: NA
Instructor(s): B. Wegenstein; J. Greene
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.145.105. Freshman Seminar: Minds and Machines. 3.0 Credits.

Our desire to create human-like functional robots has a long history. From Ismail al-Jazari’s automata and Leonardo da Vinci’s mechanical knight to today’s latest developments within artificial intelligence, the intelligent and conscious robot is a potential future reality. In this introductory course at the intersection of the history of robotics, world literature, and cognitive science, we will explore the changing face of the robot and its societal consequences through classic fictional narratives (the short story, novel, and theatrical play) from the eighteen hundreds to today. Merging empirical fact with creative fiction, students will write their own short story, one-act theatrical play, or storyboard as a final project.

Prerequisites: NA
Corequisites: NA
Instructor(s): M. Lopez-Gonzalez
Area: Humanities
Writing Intensive.

AS.145.103. Men, Women, and Melancholy: Premodern Physiologies of Madness. 3.0 Credits.

Definitions of madness change over time. From Antiquity through the Early Modern period, Melancholia was the predominant form of mental illness, thought to be caused by an imbalance in the bodily humors, resulting in an excess of black bile. The disturbed physiology adversely affected the imagination, which, with memory and intellect, was one of the three functions of the soul. Only gradually did imagination come to be identified with deliberate creativity: from about 1400 to 1800, there were two stereotypical victims of melancholia: male intellectuals and female witches. The disruption of society by witch-hunting was even more radical than the rise of the “man of genius.” At stake were definitions of psychology (“science of the soul”) and reality (whether witches and demons interacted “in the body” or only “in the imagination”). Readings from Plato to Freud.

Prerequisites: NA
Corequisites: NA
Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.

AS.145.107. Freshman Seminar: Heart Matters. 3.0 Credits.

To the human imagination, the heart is more than a muscle and thumping pump keeping us alive. From the Renaissance to the present, writers have helped us make sense of our bodies, in health and in illness or pain. Our aim will be to trace the historical, cultural and subjective meanings our minds have given to this “sublime engine.” Our materials will involve a constellation of attentive readings of a literature involving poems, modern fiction as well as recent scientific prose.

Prerequisites: NA
Corequisites: NA
Instructor(s): E. Ender
Area: Humanities
Writing Intensive.

AS.145.110. Discover Hopkins: Exploring Medical Careers. 1.0 Credit.

Many people are unaware of the diversity of medical and health careers. This program introduces scientific knowledge and promotes awareness of a variety of medical and health careers, for example, multiple specialties of physicians, physician assistant, nurse careers, professional therapists (physical, occupational, respiratory, radiation), clinical nutritionist, pharmacist, genetic counselor, medical laboratory scientist, veterinarian, clinical trial professionals, clinical social worker, and public health related careers. Taught by diverse healthcare professionals currently working at Johns Hopkins Hospital System, students will gain meaningful scientific knowledge and practical career knowledge by participating in lectures, labs, hands-on/simulation activities, interviews, and workshops.

Prerequisites: NA
Corequisites: NA
Instructor(s): H. Peng; T. Evans; Y. Li
Area: Natural Sciences
NA.

AS.145.117. Freshman Seminar: Heart Matters. 3.0 Credits.

To the human imagination, the heart is more than a muscle and thumping pump keeping us alive. From the Renaissance to the present, writers have helped us make sense of our bodies, in health and in illness or pain. Our aim will be to trace the historical, cultural and subjective meanings our minds have given to this “sublime engine.” Our materials will involve a constellation of attentive readings of a literature involving poems, modern fiction as well as recent scientific prose.

Prerequisites: NA
Corequisites: NA
Instructor(s): E. Ender
Area: Humanities
Writing Intensive.
AS.145.201. Clues: Unreasoning the Medical Mystery. 3.0 Credits.
Pioneering authors of detective fiction, including Edgar Allen Poe, Arthur Conan Doyle, and Pauline Hopkins, often used medical doctors and themes in their mystery plots. It’s no coincidence that medicine and crime fiction share a vocabulary of clues, evidence, and diagnosis. The mystery genre was integrally tied to the rise of scientific medicine as a respected profession. Indeed, classic detective stories are practically propaganda for the scientific method, showing readers how the powerful tools of observation and inference can solve any problem. Over the course of the 20th century, not only doctors, but also psychologists, social scientists and historians adopted the authoritative stance of the detective in constructing or reconstructing facts. However, as we study Sherlock Holmes and his modern proteges, such as TV doctor Gregory House, we will analyze how “medical mystery” narratives can limit our thinking about problems and solutions in medicine. We will consider post-modern detective stories that offer alternatives to the “Holmsian” model for understanding the complex clinical realities of today.
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Puglionesi
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.145.215. Representations of Pain and Suffering in Contemporary Culture. 3.0 Credits.
What does it mean to experience pain or encounter the suffering of another person in our post-truth era? This course explores the changing representation of pain and suffering in contemporary film, fiction, creative non-fiction, science and technology. Through analyses and close-readings of a variety of primary and secondary sources, we will consider the different ways twentieth- and twenty-first-century historical, cultural, and media representations have mediated pain and suffering. Such investigations allow us to understand the workings of pain in the present.
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Filippaki
Area: Humanities
NA.

AS.145.217. Neurofictions: History and Literature of the Mind Sciences. 3.0 Credits.
Neuroscience has a long way to go from mapping neural connections to a precise account of memory, emotion, and consciousness. But the limits of science have never stopped us from imagining its possible futures. Engaging two centuries of debate in the mind sciences and in western culture at large, this course looks at historical attempts to explain and control human consciousness. By placing each period’s scientific texts in dialog with contemporaneous science fiction – from Edgar Allan Poe to Ursula K. Le Guin – we discover how theories about the brain can shape society while at the same time responding to social contexts.
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Puglionesi
Area: Humanities
NA.

AS.145.301. Naturalizing the Human Body in Early Modern France: the Confrontation of Literature, Science and Politics. 3.0 Credits.
Literature in early modern Europe was essential to the naturalizing of the human body, a partner in the reshaping of the cultures and disciplines around it. This course looks at several shifts within major literary works of the 17th and 18th centuries, a time of great intellectual upheaval, a moment when the interpenetration of the literary, scientific and political cultures was such that “art for art’s sake” would have been considered irresponsible. The primary goals of the course are to allow students to understand the intrinsic literary value of the texts, but equally to show how that literary activity, both of writing and of reading, was the vehicle for the elaboration of the modern mind set. We will focus on three cases: vision, the body’s “economy” and Body of the State, and the “scandal” of smallpox vaccination. Texts will include, for example, extracts from: Newton’s Opticks, Cyrano de Bergerac’s The States and Empires of the Sun, Montesquieu’s Persian Letters and Spirit of the Laws, Voltaire’s English Letters, Rousseau’s The New Eloise, Laclos’ Dangerous Liaisons, Guillotine’s text inventing the guillotine. For more information, please see the full course description at http://www.wilda.org/Courses/CourseVault/Undergrad/Naturalizing/Description.html. This course and texts will be in English, but readings will also be available in French.
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Krauss
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.
AS.145.401. In Search of the Human: Ways of Remembering. 3.0 Credits.
Studying narrative as a way of understanding the complex emotions associated with illness and the lifecycle has long been recognized as an important part of clinical training. This course focuses on autobiographical memory as a particularly important part of forming a personal narrative. These memories can offer foundations on which to build an approach to life and its challenges, and they can also be constraining. The course readings will illustrate how authors of fiction and scientists have grappled with the task of remembering and studied the configurations of autobiographical recollection.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Ender; L. Wissow
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.145.502. Medicine, Science & the Humanities Internship. 3.0 Credits.
An internship in Medicine, Science & the Humanities approved by the director of the program.
Prerequisites: You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration > Online Forms.
Corequisites: NA
Instructor(s): C. Wiener; M. Merback
Area: Humanities, Social and Behavioral Sciences
NA.

AS.145.510. Medicine, Science & the Humanities Independent Research. 1.0 - 3.0 Credits.
This course is for students in the Medicine, Science & the Humanities doing independent research. Course can be taken up to 3 credits with approval from the director.
Prerequisites: You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration > Online Forms.
Corequisites: NA
Instructor(s): A. Motion; M. Merback
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.145.511. Medicine, Science & the Humanities Independent Research. 1.0 - 3.0 Credits.
This class is for the MSH majors completing their research project. Instructor approval required.
Prerequisites: You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration > Online Forms.
Corequisites: NA
Instructor(s): M. Merback
Area: Humanities, Social and Behavioral Sciences
NA.

AS.145.512. Medicine, Science and the Humanities Independent Research. 1.0 - 3.0 Credits.
This course is for students in the Medicine, Science & the Humanities doing independent research. Course can be taken up to 3 credits with approval from the director.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Merback
Area: NA
NA.

Cross Listed Courses

History of Art
AS.010.208. Leonardo da Vinci: The Renaissance Workshop in the Formation of Scientific Knowledge. 3.0 Credits.
How does a notary's son trained as a painter come to claim expertise in the construction of machines and acquire knowledge of the principles of optics, human anatomy, the flight of birds, the dynamics of air and water? The course will focus critically on the myth of Leonardo's singularity and explore his achievements with regard to the artisanal culture of his time, as well as the problems of authority in the recognition of artisanal knowledge as scientific discovery.
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Campbell
Area: Humanities
NA.

AS.010.212. Mirror Mirror: Reflections in Art from Van Eyck to Velázquez. 3.0 Credits.
Explores the different ways Early Modern painters and printmakers incorporated mirrors and optical reflections into their works for the sake of illusion and metaphor, deception and desire, reflexivity and truth-telling. Connecting sense perception and ethical knowledge, embedded mirror images often made claims about the nature of the self, the powers of art, and the superiority of painting in particular.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Merback
Area: Humanities
NA.

AS.010.403. Art and Science in the Middle Ages. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): C. Lakey
Area: Humanities
Writing Intensive.

Classics
AS.040.152. Medical Terminology. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Smith
Area: Humanities
NA.
AS.040.238. Freshman Seminar: Magic and Miracles from Antiquity to the Renaissance. 3.0 Credits.
This freshman seminar will explore concepts of magic and miracles and their different forms from ancient Greece and Rome and early Christianity through the Middle Ages up to the Renaissance. Dean's Prize Teaching Fellowship Course.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Mueller
Area: Humanities
Writing Intensive.

AS.040.241. The Greeks and Their Emotions. 3.0 Credits.
This seminar is meant as an introduction to the study of ancient emotions, with a particular emphasis on how the Greeks of the Archaic, Classical and Hellenistic periods conceptualized, portrayed and lived their emotions through linguistic, literary and artistic expression. After an analysis of how the ancient Greek terminology for the emotions differs from our own, we shall focus on the phenomenon of emotion as deeply rooted in the physical body, and in light of this we will contemplate (and question) its universality. Texts will be read in translation. No knowledge of ancient Greek required.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Asuni
Area: Humanities
Writing Intensive.

AS.060.108. Time Travel. 3.0 Credits.
Why is time travel such a consistent and perplexing theme 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*.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Rosenthal
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.100.291. Medicine in an Age of Empires, 1500-1800. 3.0 Credits.
How did medicine emerge as a distinctive body of knowledge and a profession in the early modern period? The answers lie in the histories of disease, empire, and global commerce.
Prerequisites: NA
Corequisites: NA
Instructor(s): Z. Dorner
Area: Humanities, Social and Behavioral Sciences

AS.100.331. Reading through Things: Early Modern Chinese Medicine, Technology, and Art. 3.0 Credits.
This course introduces the history of late imperial China from the perspective of medicine, technology, and the arts.
Prerequisites: NA
Corequisites: NA
Instructor(s): X. Ji
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.100.381. Religion, Medicine, and the Mind in Japan. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. Kim
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.130.259. Ancient Science. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Delnero
Area: Humanities, Social and Behavioral Sciences

AS.140.105. History of Medicine. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Fissell
Area: Humanities, Social and Behavioral Sciences

AS.140.115. Freshman Seminar: Artificial Humans. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Frumer
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.140.146. History of Public Health in East Asia. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.
AS.140.176. Public Health in East Asia Through Films & Documentaries. 1.0 Credit.
This course uses contemporary films and documentaries to address issues in public health in East Asia, past & present. Topics covered include medicine in turn-of-the-twentieth century Japan and China, revolutionary medicine, STDS, mental illness, HIV/AIDs in China, industrial pollution, the politics of universal health care insurance, and pandemics in East Asia.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences
NA.

AS.140.302. Rise Of Modern Science. 3.0 Credits.
Survey of important achievements in modern science from Newton to the Hubble Space Telescope, with topics drawn from physics, chemistry, biology, astronomy, and geology. Examines how science has shaped the modern world.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Mercelis; S. Kingsland
Area: Humanities, Social and Behavioral Sciences
NA.

AS.140.314. Experimental Bodies: Histories of Human Subjects Research in the 19th and 20th Centuries. 3.0 Credits.
This course traces the history of human subjects research as a medical and scientific practice. It will focus on the human subjects themselves, and how their experiences intersect with the histories of race, class, gender, sexuality, and disability.
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Nuriddin
Area: Humanities, Social and Behavioral Sciences
NA.

AS.140.321. Scientific Revolution. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Mercelis; S. Kingsland
Area: Humanities, Social and Behavioral Sciences
NA.

AS.140.346. History of Chinese Medicine. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Hanson
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.140.357. Science Fiction Movies in the East and West. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Kim
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

AS.140.370. History of Mental Illness and Psychiatry in Modern West. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Ballenger
Area: Humanities, Social and Behavioral Sciences
NA.

AS.140.390. Science and Technology in Latin America. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): M. Portuondo
Area: Humanities, Social and Behavioral Sciences
NA.

AS.140.391. Individualized Medicine from Antiquity to the Genome Age. 3.0 Credits.
A seminar for advanced undergraduates. We explore the notion of the individual in medicine over twenty-five centuries, from the Hippocratics to the invention of the case study during the Renaissance to the current JHU medical curriculum. The history of medicine survey, AS.140.105 or AS.140.106, is recommended though not required. Graduate students are welcomed but should expect to do additional work and readings.
Prerequisites: NA
Corequisites: NA
Instructor(s): G. Pomata; N. Comfort
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.
AS.140.398. Godzilla and Fukushima: Japanese Environment in History and Films. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Frumer
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.
AS.140.411. Senior Research Seminar. 2.0 Credits.
NA
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Mercelis; M. Portuondo
Area: Humanities, Social and Behavioral Sciences
NA.
AS.140.435. Ways of Knowing: New Histories of Science, Medicine, and Technology. 3.0 Credits.
What does it mean for science to have a history? Comparing newer approaches with classic works, we will explore different strategies for placing science, medicine, and technology in social context.
Prerequisites: NA
Corequisites: NA
Instructor(s): J. Greene; Y. Frumer
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.
Philosophy
AS.150.136. Philosophy & Science: An Introduction to Both. 3.0 Credits.
Philosophers and scientists raise important questions about the nature of the physical world, the mental world, the relationship between them, and the right methods to use in their investigations of these worlds. The answers they present are very different. Scientists are usually empiricists, and want to answer questions by experiment and observation. Philosophers don’t want to do this, but defend their views a priori. Why? Can both be right? Readings will present philosophical and scientific views about the world and our knowledge of it. They will include selections from major historical and contemporary figures in philosophy and science. The course has no prerequisites in philosophy or science.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities, Natural Sciences
NA.
AS.150.182. What is Science?. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein
Area: Humanities, Natural Sciences
NA.
AS.150.219. Introduction to Bioethics. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. Bok
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.
AS.150.245. Introduction to Philosophy of Mind. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Taylor
Area: Humanities
NA.
AS.150.431. Introduction to Philosophy of Science. 3.0 Credits.
Scientific knowledge plays an important role in human understanding. What makes something scientific? For that matter, what is a scientific explanation? Philosophers have long reflected on the nature of science and the way it shapes our conception of the universe. In this course, we will explore topics at the intersection of philosophy and science, including scientific explanation, laws of nature, the problem of induction, and reductionism. This course presupposes no philosophical or scientific background.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Achinstein; R. Bett
Area: Humanities
NA.
AS.150.454. The Value of Humanity. 3.0 Credits.
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 valuable because it makes us 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.
Prerequisites: NA
Corequisites: NA
Instructor(s): L. Theunissen
Area: Humanities
NA.

AS.150.474. Justice and Health. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): H. Bok
Area: Humanities
NA.

AS.150.476. Philosophy and Cognitive Science. 3.0 Credits.
This term's topic will be "cognitive penetration". Can what you believe change how things look and sound? For example, do paintings look different to someone who knows a lot about art history and aesthetics? Can racial prejudice cause someone to see a cellphone as a gun? If your beliefs can alter your perceptions, how can perceptions provide neutral justification for beliefs? And how does one draw a distinction between perception and thought in the first place? Readings will be drawn both from philosophy (e.g., Fodor, Block, Siegel) and psychology (e.g., Pylyshyn, Firestone, Lupyan). Recommended Course Background: Some previous exposure to philosophy, the mind-brain sciences, or other relevant background.
Prerequisites: NA
Corequisites: NA
Instructor(s): S. Gross
Area: Humanities, Social and Behavioral Sciences
Writing Intensive.

German Romance Languages Literatures
AS.210.313. Medical Spanish. 3.0 Credits.
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. 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.
Prerequisites: AS.210.311 OR AS.210.312 or appropriate Spanish placement exam score.
Corequisites: NA
Instructor(s): G. Chirinos Delgado; J. López Raja
Area: Humanities
NA.

AS.211.247. Tortured Body, Tortured Soul: Pain in Early Modern Europe. 3.0 Credits.
The evolution of humanity's relationship to pain is an intricate narrative, one which traces not only the history of medicine, but the history of culture as well. Through a survey of anthropological, philosophical, religious, literary and medical sources, this course aims to situate the question of early-modern pain studies into an evolving historical discourse on the way we interpret -- and treat -- pain and suffering in the modern age. Themes will include illness in the classical world, pain and suffering in Christian theology, the role of early-modern physicians, women and childbirth, psychological and spiritual distress, and the history of pain relief. The course is writing intensive and will be taught in English.
Prerequisites: NA
Corequisites: NA
Instructor(s): C. Freddo
Area: Humanities
Writing Intensive.
AS.211.259. Introduction to Medical and Mental Health Interpreting. 3.0 Credits.
This course is a broad introduction to the fields of medical and mental health interpreting. Modules will include: (1) Three-way communication: managing role expectations and interpersonal dynamics; (2) Basic interpreting skills and techniques in a healthcare setting; (3) Ethical principles, dilemmas, and confidentiality; (4) Elements of medical interpreting; (5) Elements of mental health interpreting; (6) Trauma-informed interpreting: serving the refugee population. The course is taught in English, and has no foreign language pre-requisites.
Prerequisites: NA
Corequisites: NA
Instructor(s): A. Zannirato
Area: Humanities

AS.211.477. Witchcraft and Demonology in Literature and the Arts. 3.0 Credits.
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 between 1400 and 1800? What traits did European witch-mystologies share with 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 theology, literature, folklore, music, and the visual arts, including cinema.
Prerequisites: Students who have already taken AS.214.171 cannot take AS.211.477.
Corequisites: NA
Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.

AS.213.345. Healing and Health Beyond Theology. 3.0 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.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Tobias
Area: Humanities
Writing Intensive.

AS.214.477. Magic, Marvel, and Monstrosity in the Renaissance. 3.0 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.
Prerequisites: NA
Corequisites: NA
Instructor(s): W. Stephens
Area: Humanities
Writing Intensive.

Writing Seminars
AS.220.206. Writing about Science I: Daily News Journalism. 3.0 Credits.
This course is designed to teach students the skills of daily news reporting, with a focus on covering science news. Students will learn how to turn scientific discoveries into lively and engaging prose for the general public, interview sources, and pitch stories to news organizations. The skills taught are applicable to all areas of journalism, not just science journalism.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Grimm
Area: Humanities
Writing Intensive.
AS.220.317. Writing about Science II: Feature Writing Journalism. 3.0 Credits.
This course is designed to teach students the skills of long-form narrative journalism, with a focus on covering science news. Skills taught will include how to compose scenes, create three-dimensional characters, create narrative tension, and conduct on-site reporting. 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" is recommended as a prerequisite for this course. If you have not taken this, please contact instructor (dgrim5@jhu.edu) to enroll.
Prerequisites: NA
Corequisites: NA
Instructor(s): D. Grimm
Area: Humanities
Writing Intensive.

AS.220.424. Science as Narrative. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): R. Panek
Area: Humanities
Writing Intensive.

AS.230.341. Sociology of Health and Illness. 3.0 Credits.
This course introduces students to core concepts that define the sociological approach to health, illness and health care. Topics include: health disparities, social context of health and illness, and the Sociology of Medicine.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Agree
Area: Social and Behavioral Sciences
NA.

Comparative Thought and Literature
AS.300.139. Introduction to Intellectual History. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): P. Marrati
Area: Humanities
NA.

AS.300.143. Introduction to Comparative Literature. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): L. Lisi
Area: Humanities
NA.

AS.300.325. American Madness – History of the Treatment of the Mentally Ill. 3.0 Credits.
As mental illnesses became a social issue during the 18th century, community institutions were created in order to handle the needs of individuals with such illnesses collectively. This course will investigate the history of these institutions in the USA from the seemingly quiet, secluded, and peaceful private asylums in country settings, at the beginning of the 19th century, through the notorious crowded public, so-called “psychopathic hospitals” in mid-20th century, to the crisis-services, short-term acute psychiatric units, and out-patient services that followed the “death of the asylum” at the end of the 20th century. The history of the institutional care of the mentally ill in America is also the story of American psychiatry changing attitudes towards these individuals. Reading will include selections from 200 years of writings of asylum superintendents, psychiatrists, patients, and historians of psychiatry such as Foucault, Goffman, Grob, Scull, Lunbeck, Micale, and Mora.
Prerequisites: NA
Corequisites: NA
Instructor(s): O. Ophir
Area: Humanities
NA.

AS.300.333. Melancholy in Science, Literature, and Film. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Fabietti
Area: Humanities
NA.
AS.300.345. Madness Interpreted – A Case Study in Medical Humanities. 3.0 Credits.
Too often conventional medical education teaches the student to translate a rich and complex narrative of illness into a minimalistic account, stripped of its ambiguities. Case presentations, too, are highly formalized reports lacking the historical, cultural, and social context. Although medicine since antiquity relies on the interpretation of observations, “evidence-based medicine,” when reductively used, tends to ignore the basic fact that we are “self-interpreting animals.” Patients and doctors alike try to make sense of their experiences as they recount them and, hence, case narratives teach us not only about disease and medical practice but also what it means to be human. This course will concentrate on the “case” of what is arguably the most famous psychiatric patient in the world, Daniel Paul Schreber, the German finde-siècle Senatspräsident of the Saxon Supreme Court. Beginning with Freud, the first doctor who turned Schreber’s rich psychotic delusional world, as expressed in his bizarre, at times comic and then again painful, Memoir, into a “case of paranoia,” we will follow the many interpretations that this narrative of illness with its unique cosmology, private theology, extraordinary creatures, transgressed sexuality, and cataclysmic vision of the universe, inspired in generations of psychoanalysts, historians, philosophers, theologians, literary critics, essayists, and scholars in political science as well as queer studies. Whether he was a paranoid schizophrenic, victim of traumatic abuse, a solipsistic philosopher, proto-fascist, or cultural hero, Schreber’s memoir offers a paradigmatic case in the study of the field of medical humanities. Readings will include: Schreber, Freud, Benjamin, Canetti, Klein, Lacan, Deleuze and Guattari, de Certeau, Lingis, Lyotard, and Santner. Cross-listed with GRLL and History.
Prerequisites: NA
Corequisites: NA
Instructor(s): O. Ophir
Area: Humanities
NA.

AS.300.371. The Modernist Novel: James, Woolf, and Joyce. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): Y. Ong
Area: Humanities
NA.

AS.300.383. History of Madness from the Bible to DSM-V. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): O. Ophir
Area: Humanities
NA.

AS.300.427. Reading Freud. 3.0 Credits.
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.
Prerequisites: NA
Corequisites: NA
Instructor(s): O. Ophir
Area: Humanities
NA.

AS.300.439. Stories of hysteria. 3.0 Credits.
Many are the stories that recount episodes of hysteria, and we owe them not only to medicine. To the modern observer, they are a puzzle, involving strange beliefs about wandering wombs, demonic possession, and female virtue (or lack thereof). Closer to our time, contemporary media, as well as accounts in the social and clinical sciences have evoked cases of “mass hysteria” in America and across the globe. Marriage, it was thought for a long time, might be the best cure, which might be the reason case-studies of this illness can be as intriguing and troubling as novels. Against a backdrop of medical and historical materials, we will examine a selection of stories, from the 17th century onward, that evoke aspects of hysteria. They serve as our case-studies and as prompts to study an illness born at the convergence of histories and myths, of medical science, and of cultural and gender assumptions. Among the notions we will explore: The birth of psychoanalysis, trauma and PTSD, the concept of repression, the visual aspects of an illness and its spread in the arts, including cinema.
Prerequisites: NA
Corequisites: NA
Instructor(s): E. Ender
Area: Humanities
NA.
**Study of Women, Gender, Sexuality**

**AS.363.420. Stories of Hysteria. 3.0 Credits.**

Hysteria, an elusive and polymorphous disease associated with the female body, was first diagnosed in Greek Antiquity. When, in the late nineteenth-century, Sigmund Freud decided to study it, he made discoveries that shaped in a decisive way the new science of psychoanalysis and offered new foundations for discussions of what we might now call “psychosomatic illness.” Though rarely diagnosed nowadays, hysteria provides a fascinating introduction to medical, clinical, social, and ethical questions connected to gender that have lost none of their relevance. We will study fictional narratives from the 18th century to the present as if they were case-studies – as a way of appraising hysteria’s changing and provocatively volatile definitions across time and in different cultural frameworks. Among our topics: trauma and PTSD, the concept of repression, masculinities, women and madness, and, above all, transformations in gender roles and identities in the modern era. In addition to selected readings of medical and historical materials available on Blackboard, texts for study are: The Nun (Diderot), Trilby (du Maurier), Fragment of a Case of Hysteria (Freud), Regeneration (Barker), The Icarus Girl (Oyeyemi), Redeployment (Klay).

**Prerequisites:** NA  
**Corequisites:** NA  
**Instructor(s):** E. Ender  
**Area:** Humanities  

**Program in Museums and Society**

**AS.389.201. Introduction to the Museum: Past and Present. 3.0 Credits.**

This course surveys museums, from their origins to their most contemporary forms, in the context of broader historical, intellectual, and cultural trends including the social movements of the 20th century. Anthropology, art, history, and science museums are considered. Cross-listed with History and History of Art.

**Prerequisites:** NA  
**Corequisites:** NA  
**Instructor(s):** J. Kingsley  
**Area:** Humanities, Social and Behavioral Sciences  

**AS.389.353. Revolutions of the Book: Material Culture & the Transformation of Knowledge from Antiquity to the Renaissance. 3.0 Credits.**

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.

**Prerequisites:** NA  
**Corequisites:** NA  
**Instructor(s):** E. Havens  
**Area:** Humanities  
**Writing Intensive.**