

# HISTORY

<http://history.jhu.edu/>

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 East Asia. 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 International Studies. Students also have opportunities to work with the Singleton Center for the Study of Premodern Europe and the Stern Center for the History of the Book in the Renaissance.

## 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.

## Graduate Programs

The graduate program prepares motivated students for a range of professional opportunities with expertise in historical analysis and application including careers as research scholars and college and university teachers, as well as analysts, consultants, and public scholars. 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, Asian History, the Black World and Gender History - bring together students, faculty, and invited scholars from outside the university to discuss their research work. These departmental regional and thematic 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 minor and three comprehensive) 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, fields 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. 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 represented by the faculty, and each student is admitted only with the approval of at least one 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 faculty advisor or co-advisor.

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.

## Programs

- History, Bachelor of Arts (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/history/history-bachelor-arts/>)
- History, Bachelor of Arts/Master of Arts Four-Year Program (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/history/history-bachelor-arts-master-four-year-program/>)
- History, Minor (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/history/history-minor/>)
- History, PhD (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/history/history-phd/>)

For current course information and registration go to <https://sis.jhu.edu/classes/>

## Courses

### AS.100.102. The Medieval World. 3 Credits.

This course explores selected topics in the political, economic, social, and intellectual history of Western Europe in the wider world in the period between the fall of the Roman Empire and the fourteenth century. Special emphasis will be given to understanding the ways in which medieval society functioned as it reorganized itself after the almost total collapse of the ancient world. Topics include: religious plurality, sovereignty and subjecthood, flourishing of learning, chivalric culture, crusading, and the plague and its effects. We will follow the interplay between material and cultural forces in the processes of social organization.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.103. Early Modern Europe & the Wider World. 3 Credits.**

This survey course examines the history of Europe from the early sixteenth to the late eighteenth centuries. Topics to be examined include the Reformations and religious wars, curiosity, contact and conquest of non-European lands, the rise of modern bureaucratic states, the emergence of popular sovereignty as a political criterion, the new science, as well as expanding literacy and consumption.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.104. Modern Europe in a global context, 1789-Present. 3 Credits.**

Modern Europe familiarizes students with key moments, ideas, communities, individuals, and movements which have defined European experiences in global encounters since the Revolutionary era. We will particularly focus on European imperial expansion, the formation of the modern nation-state, the history of political ideas and their global ramifications, and popular culture and social change.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.106. History of the Global Cold War. 3 Credits.**

The Cold War was a defining event of the 20th century. But what was it? Where did it take place? Who were the major contenders? And what were the consequences? This introductory course will examine the Cold War in a global context, looking beyond the United States and Europe. Students will learn about how the Cold War unfolded in Latin America, Africa, and Asia, in relation to the fall of European empires, the process of decolonization, and the rise of U.S. global power. This course will introduce students to key themes and primary sources in the study of the Global Cold War, as a foundation for further courses in History, Critical Diaspora Studies, International Studies, Political Science, etc.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.115. Modern Latin America. 3 Credits.**

A class combining Latin American history since independence and digital humanities. Students will build guided research projects while thinking about questions of republicanism, freedom and unfreedom, migration, and development.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.117. Introduction to Native North America. 3 Credits.**

This course provides an overview of Native American History in North America. We will investigate the diverse Indigenous cultures and political systems that have called the continent home from large and historically well-documented polities such as Cherokee nation and the Haudenosaunee to the crucial yet often-overlooked role of smaller polities such as those of the Abenakis and the Petites Nations of the Gulf Coast. Along the way we will ask: how have geography (and displacement) shaped culture and politics? how have Indigenous histories shaped the history of the United States (as well as Mexico and Canada)? what are the unique challenges of studying and writing Native American History today?

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.118. Introduction to the Middle East. 3 Credits.**

Where is the Middle East? What is it exactly in the Middle of? What, if anything, defines it, and who gets to do the defining? This introductory course poses such questions. Whilst promising no easy answers, it will nevertheless introduce students who have no prior knowledge of the Middle East to the region. Emphasis will be placed on the history, geography, languages, religions, and culture of the pre-modern and modern Middle East. Students will also be exposed to different methods and approaches to the academic study of the region. The course, while at the introductory level, is reading and writing intensive.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.119. Introduction to U.S. Immigration History and Law. 3 Credits.**

Many Americans celebrate the United States as a "nation of immigrants," but defining which immigrants to include and exclude in the nation has always been a contentious process. This course will put some of today's immigration debates in historical perspective, examining how past Americans debated questions about the "fitness" of immigrants for freedom and citizenship, and how those debates in turn shaped immigrant experiences, the law, and American identity. Topics that we will cover include colonialism and slavery; immigrant labor; families; gender, race, ethnicity, class, and sexuality; immigration law; borders and deportation; refugees and asylum seekers; and citizenship and belonging.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.122. Introduction to History of Africa (since 1880). 3 Credits.**

Explore the social and political changes that have transformed the African continent in the modern era, with a focus on the rise and fall of colonialism, the relation between Africa and the world in the post-colonial era, and effect of colonialism and its aftermath on African household structures and gender roles.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.123. Introduction to African History: Diversity, Mobility, Innovation. 3 Credits.**

Introduction to three major themes in African history, from the precolonial era to the present.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.125. The History of Gender and Sexuality on the Internet. 3 Credits.**

The growth of the internet and social media since the 1990s has been associated with an explosion of identities and a perception that younger generations have redefined gender and sexuality online. This course will introduce students to critically examining that premise. Topics will include the transgender history of Silicon Valley, the Tumblr era, the rise of queer and nonbinary influencers, and the redefinition of political engagement on social media.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.128. Approaches to Jewish History. 3 Credits.**

The course will provide an introduction to the study of Jewish History.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.129. Introduction to Modern Jewish History. 3 Credits.**

Jewish history 1750-present in Europe, the Near East, the US, Israel; the challenges of modernity and new forms of Jewish life and conflict from Enlightenment and emancipation, Hasidism, Reform and Orthodox Judaism to capitalism and socialism; empire, nationalism and Zionism; the Holocaust. Extensive attention to US Jewry and State of Israel.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.141. Error and Chaos in Military History. 3 Credits.**

What does the aphorism that “war is hell” mean in practical terms? The course will serve as a deconstructive introduction to military history, overviewing soldiers’ and generals’ experiences of historically significant military disasters. Students will also be guided through the creation of a research paper on a conflict of their own choosing.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.144. Shopaholics: Consumer Revolution and the Material World, 1600-1850. 3 Credits.**

We live in a world of global consumption. This course introduces students to the birth of global consumer culture in the period from the 1600s through to the American, French and Haitian revolutions. These revolutions were themselves sold to consumers through “revolutionary things”, and this period witnessed the first major consumer boycotts against slave-produced goods. Students will examine the histories of many key commodities involved in the “consumer revolution”, including fashion items such as shoes, wigs, clothing and accessories. A significant portion of the course will examine addictive stimulants like sugar, coffee, tea and tobacco, globalized and imperial goods which became common for the first time in this period. We shall see how production of these goods involved new forms of racialized exploitation; simultaneously, we shall explore the diversity of people involved in the consumer revolution, studying the consumption of important new goods by people living in Europe, the Americas, Africa and Asia. By the end of the class, students will understand how the emergence of mass consumption affected the global politics of race, gender and class, with especially important consequences for women and non-elite men. Students will examine objects lauded for their politeness, decorative appeal, and cultural importance such as porcelain tea sets, snuffboxes, and fans. Students will choose their own objects for a student presentation and research project.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.100.170. Chinese Cultural Revolution. 3 Credits.**

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. What were the causes of the Cultural Revolution? How was it experienced and how is it remembered? To what extent are its reverberations felt in contemporary Chinese society, politics, and literature? How have subsequent events affected our understanding of the Cultural Revolution decade? 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 subsequent interpretation as history and in historical memory in China and beyond.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.190. Modern African American History, 1896 – present. 3 Credits.**

This course introduces students to the defining social, political, and cultural moments that reflect the experience of African Americans in the United States, 1896 – present. Topics include the Great Migration, the Harlem Renaissance, the Black Freedom Struggle, African American politics, urban rebellion, mass incarceration, Hip Hop culture, the current movement for Black Lives, and more.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.203. The American Revolution in History and Memory. 3 Credits.**

As we approach the 250th anniversary of the American Revolution questions about the legacy and meaning of the revolutionary era circulate among both professional historians and the American public: How revolutionary was the American Revolution, and for whom? What did the diverse population of North America in the 1770s—including free and enslaved people of African descent, Native Americans, as well white women and men in the thirteen colonies—make of the political rupture between Britain and America? What type of nation did the founders envision and how does that continue to shape the United States today? How has the American Revolution been remembered and memorialized at different times in American history? In this course we will read current scholarship on the American Revolution and also visit museum and cultural sites to explore both the events of the American Revolution and their ongoing memorialization while exploring answers to these questions.

Distribution Area: Humanities, Social and Behavioral Sciences  
AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.220. "Bad Feminism": Exclusion and Essentialism. 3 Credits.**

This course introduces students to major debates and controversies within the feminist movement in the United Kingdom and the United States from 1850 to the present. From colonial and eugenic women's movements to anti-trans and carceral feminism, the contents and assessments of this course ask you to consider a pressing question in contemporary feminism: how do we reckon with the reality that many feminists have excluded and continue to exclude people from the liberatory futures they imagine? Together we will analyze the value and limits of historical context and evaluate the relationship between past and present controversies within the feminist movement. Employing critical feminist concepts such as intersectionality and positionality, we will consider what it means for people (including ourselves) to be "products of their time." By doing historical research in newspaper databases, we will evaluate how feminist claims about "sisterhood" have changed over time.

Distribution Area: Humanities, Social and Behavioral Sciences  
AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.226. Antisemitism in Historical Perspective. 3 Credits.**

This course explores the origins and evolution of antisemitism, with focus on questions of historical continuity and rupture, comparison with other hatreds, and the politics of history.

Distribution Area: Humanities, Social and Behavioral Sciences  
AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.231. Worlds of Hip Hop. 3 Credits.**

Worlds of Hip-Hop explores hip-hop as an arts movement whose forms, conventions, and standards responded to the specific political and social conditions to address questions of freedom and community.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.233. History of Modern Germany. 3 Credits.**

There is more to Germany than beer, BMWs, and Bayern Munich. We explore politics, culture, economics and society to understand Germany and its role within Europe and the world from the 18th century, through imperialism, WWI and WWII, the Cold War to German unification, the 'Refugee Crisis', the rise of the AfD, and EU politics today.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.243. China: Neolithic to Song. 3 Credits.**

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!). It features discussion of art, material culture, philosophical texts, religious ideas, and literary works as well as providing a broad overview of politics and society. Close readings of primary sources in discussion sections and extensive use of visual material in lectures will allow students to consider the relationship between what (sources) we have—and what we can know about the past.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.244. U.S. Conservatism. 3 Credits.**

In this course we will explore the history of conservative ideas and their impact on American society from the late-19th century to the present. We will evaluate the successes and failures of conservative thinkers, activists, and movements in shaping policy and culture amidst major transformations in American life. In doing so, we will also investigate relationships and conflicts among a range of formations on the political right, including traditionalists, libertarians, the New Right, neoconservatives, paleoconservatives, neoliberals, and post-liberals. Some basic familiarity with modern U.S. history is recommended, but not required, to take this course.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.245. Islam East of the Middle East: The Interconnected Histories of Islam in Asia. 3 Credits.**

Challenging the conception that Islam is synonymous with the Middle East, this course considers Muslim populations across Asia and interrogates how Islam and these regions have shaped one another.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)



**AS.100.247. Making War in a New World: Warfare in Early America, 1492-1804. 3 Credits.**

Columbus's arrival in the Caribbean set off a chain of violence that swept through the early modern Americas. In this course we will investigate how warfare shaped North America and the Caribbean in the period between Columbus's fateful 1492 voyage and the establishment of an independent Haitian state. The interlinked patterns of colonialism and trans-Atlantic slavery forced together people from three continents and made Native Americans, Africans, and Europeans in the Americas rethink what it meant to fight a war, and how to do it. We will consider how different cultures understood, deployed, and attempted to control violence, and then focus on specific wars, engaging with both contemporary scholarship and primary sources. Along the way, we will consider how the Americas, despite a long history before Columbus, became a "new world" through the warfare that followed after him. Throughout this semester we will read and discuss a variety of different forms of historical writing and consider the wide applicability of the history we are studying in the world around us today. Students will have the opportunity to explore different forms of historically informed writing in their own work.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.250. The American Revolution in Unexpected Places. 3 Credits.**

This course considers the American Revolution from the perspective of locations beyond the thirteen rebelling colonies. Covering a range of global hotspots, the focus is on events from 1763 to 1788.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.252. Sex and the American City. 3 Credits.**

Why are cities associated with sex and vice? Are cities a natural refuge for LGBT people? This course explores the role of American cities in the history of sexuality, including Baltimore.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.256. History of Kabbalah. 3 Credits.**

This course surveys the history of Jewish magic, mysticism, and secret traditions from the Middle Ages to the 19th century. We will explore the concept of sod (mystery) and its historical variations, examining how it evolved over time. Readings will include excerpts from foundational texts of Jewish esotericism, such as Sefer Yetzirah, the Bahir, and the Zohar. Additionally, we will discuss practical Kabbalah—including the preparation and use of amulets and charms—as well as beliefs surrounding demonic (and angelic) possession.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.100.257. Africans and France, 1900-2024. 3 Credits.**

By 1900, France had conquered large parts of the African continent - mainly through violence - and gained a reputation as the least racist Western state. In 2023, the French government works to hold onto the power it still holds in multiple sub-Saharan countries while, at home and abroad, the perniciousness and persistence of French anti-African racisms spark debate and activism. This course examines the interactions between African and Afro-descendent people and France/the French, in Africa (with particular attention to North and West Africa), France, and beyond. We will focus on colonialism, decolonization, and neocolonialism - notably "Françafrique" - as well as how Africans and Afro-descendent people in France navigated the challenges and possibilities they encountered.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.270. Europe since 1945. 3 Credits.**

This class focuses on Europe from the end of World War II until today. We will discuss topics such as the bipolar world order, the creation of the European welfare state, Europe's volatile relations with the US and the Soviet Union/ Russia, decolonization, 1989 and neoliberalism, racism, and the emergence of the European Union. Expect to spend 25% of class time in group work, where we discuss the assigned academic literature, movies, documentaries, textual and visual primary sources.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.274. Conspiracy in American Politics. 3 Credits.**

Conspiratorial thinking is nothing new in American politics. Since the founding of the nation, Americans have been riveted—and riven—by conspiracy theories. This course introduces students to key methods and questions in U.S. history by exploring conspiratorial episodes from the American Revolution through the present. We'll pick apart allegations and denials of conspiracies to discover what they tell us about American politics and culture. We'll also consider historians' analyses of conspiratorial claims, and think about the relationship between conspiracy and historical causality.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.275. Passing in American Culture. 3 Credits.**

This course explores passing narratives – stories that feature people who cross race, class, ethnic, or gender boundaries. We will consider what passing narratives can teach us about power and identity, especially as power is presumed to reside in the self and race is presumed to no longer matter.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.282. Race & Power in Modern South Africa. 3 Credits.**

From 1948-1994, South Africa was governed under the system of apartheid, which denied political and civil rights to non-white citizens. This class traces the rise of apartheid in South Africa as well as the liberation struggle that eventually defeated it.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.283. Making Queer Histories: Identity, Representation, Politics, and Contexts, 1800-present. 3 Credits.**

This course investigates sexual cultures through the lens of modern Queer History in the United States and Western Europe, with forays into global and transnational histories.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.293. Historical Methods, Archives and Interpretations. 3 Credits.**

This course will survey the main methods of and approaches to history since the Ancient times till the present. We shall begin by asking "What is history?" and explicate the basic concepts such as "fact", "event", "source", "narrative", "evidence", etc. We shall inquire if history can teach lessons for the future, or, for that matter, any lessons at all. We shall explore the interactions of history and collective memory and discuss various social, political, and psychological uses and abuses of historical writing.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.295. American Thought since the Civil War. 3 Credits.**

A survey of major developments in American philosophy, literature, law, economics, and political theory since 1865. Among other subjects, readings will explore modernism and anti-modernism, belief and uncertainty, science and tradition, uniformity and diversity, scarcity and surfeit, and individualism and concern for the social good.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.301. America after the Civil Rights Movement. 3 Credits.**

This course explores the history of late twentieth-century America by examining the social, economic, and political legacies of 1960s civil rights protest for the 1970s, 1980s, and 1990s.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.302. History of the French-Algerian War, 1954-1962. 3 Credits.**

The Algerian Revolution (1954-1962) successfully challenged French claims that Algeria was part of France and led to an independent Algerian Republic. This struggle is often seen as the touchstone anti-colonial struggle as well as the matrix for modern forms of terrorism and state-sponsored torture. We will explore its history.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.303. Old Regime and Revolutionary France. 3 Credits.**

Examines the history of France from the reign of Louis XIV to the French Revolution, focusing on early modern society, popular culture, absolutism, the Enlightenment, overseas empire, and the French and Haitian Revolutions.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.306. Cultural History of the USSR. 3 Credits.**

This class explores the history of the USSR through its varied cultural domains. It will consider music, literature, film, painting, and sculpture in both "high" and "low" registers, as well as aesthetics, power, and control over the entire Soviet period, at both the center and, especially, the periphery.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.307. Research Seminar: The American Elections. 4 Credits.**

The United States has had 59 elections in its history, and in 2024 it will be having the next. Every election reflects a particular moment. Political parties, of course, have a logic of their own, driven by individuals and circumstances, but in some way, the elections also reflect larger, changing questions about the future of the country. This course will set the 2024 election in the long history of the American election. Each student will choose a different election to study deeply for a substantial research project, drawing on the archives of DC. At the end of the semester, we will synthesize our findings into a more readily accessible format that lays out how the American election has changed over time. This shared piece, as well as the individual histories, will be combined into a volume and perhaps an exhibit.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.310. The French Revolution. 3 Credits.**

The political, social and cultural history of events that marked a turning-point to the modern era by inaugurating and then destroying a more popular democracy than Europeans had yet known.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.314. The Enlightenment. 3 Credits.**

Examines the Enlightenment, an intellectual movement that swept Europe in the eighteenth century to shape the modern world. Students will not only read canonical works of the period (Voltaire, Hume, Rousseau, etc.) but also consider the broader social and cultural contexts in which ideas evolved. Thus, the class will explore the rise of the book trade and popular reading practices; new understandings of gender and sexuality; and the development of anti-Black racism and slavery in the Atlantic world.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.315. Farming America: Food and Power in U.S. History. 3 Credits.**

Praise and praxis of the small farmer and local foodways long predate "modern" advancements in farming technologies and industrial agriculture. And strands of agrarianism have persisted in the face of agro-industrial growth. Questions of sustainable agriculture, food security, food sovereignty, and heritage crops and cuisines have posed poignant social, political, and economic concerns in the past and present. This class focuses on topics and tensions around culture, agriculture, and the environment in U.S. history through intersectional and interdisciplinary frameworks.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.316. Sports - A Force for Good? Rhine Ruhr Valley as Case Study of Sports' Main Challenges, Past & Pres. 3 Credits.**

Students must apply and be accepted by the global education office.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1)

Writing Intensive

**AS.100.323. Malcolm and Martin: Evolutionary Revolutionaries. 3 Credits.**

This is a larger seminar-style course devoted to the writings attributed to Martin Luther King Jr. and Malcolm X (El-Hajj El-Malik Shabazz).

While the two the key African American male icons of the Civil Rights Movement era gained prominence in the 1950s and 1960s, they are typically discussed as representing two ideological camps: racial integration deeply committed to the idea of American exceptionalism and democratic perfection, and black nationalism, a non-state ideological move that adjudged the U.S. nation state on the same terms as any other imperial power. We will explore these binaries in their thought and the social movements connected to them, and also engage with multiple cinematic representations of the two figures that have carried them forward into contemporary times.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.100.324. American Origins, ca. 1619-ca. 1776. 3 Credits.**

This discussion-based seminar focuses on Colonial American history, using maps, objects, and other primary sources to examine such topics as colonialism, slavery, war, disease, trade, empire, and cultural encounters.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.327. The Islamic Age of Empires: The Ottomans, the Mughals, and the Safavids. 3 Credits.**

In this course, we will survey the political, social, intellectual, and cultural history of the three Islamic early modern gunpowder empires that ranged from "the Balkans to Bengal": The Ottomans (1300-1922), the Safavids (1501-1736), and the Mughals (1526-1858).

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.329. Animals in Chinese and Japanese History. 3 Credits.**

Everyday, we all have encounters with animals: the mosquito that bites our arm, the rat that runs in front of us on the sidewalk, the dog that greets us upon our return home. These interactions are quotidian, but rarely reflected in the histories that we read. In this class, we will bring the animal back into the narratives that we tell by considering history from a multispecies perspective. Taking the examples of China and Japan, we will see how animals, both real and metaphoric, played a critical role in the political, economic, religious, and social lives of our historical, human, actors. We will see how the inclusion of animals in history bolsters and challenges history as it has been written and gain a deeper understanding of how our current mores regarding animals came to be. Our class will begin with a discussion of Japan and China in the 17th century and end with contemporary controversies surrounding Japanese whaling and shark fin soup. Throughout the course we will consider the ethical and philosophical ramifications of our inquiries like the agency of non-human animals. Designed for upper-level undergraduate students interested in the history of East Asia, prior knowledge of the region will be useful but is not required.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.330. National Identity in 20th Century China & Japan. 3 Credits.**

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.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.332. Early Asian Latin America. 3 Credits.**

From 1565 to 1815, the Manila galleons sailed between Spanish colonies in the Philippines and Mexico. Thousands of free and enslaved Asians from all over coastal Asia disembarked these ships at Acapulco and, within decades, could be found throughout Mexico, Central America, and Peru. A second and larger migratory wave of Chinese and South Asian contract laborers arrived in the Caribbean and South America during the nineteenth century. This course examines these two waves and their entanglements to chart the trajectories of the earliest Asian diasporas in the Americas. In the evaluation of these topics, we will pay close attention to racialization, cross-cultural exchange, lived experience, and unfree labor.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.338. Islam and Dune. 3 Credits.**

In this course we will explore how religion in general and Islam in particular informs the world of Frank Herbert's sci-fi novel *Dune*, laying particular emphasis on how the messianic and mystical tradition within Islam pervades the first novel. We will also watch excerpts from the film adaption by Denis Villeneuve, and the forthcoming second part in its entirety together in a local theater. As we do so, we will also discuss questions of Orientalism, representation, adaption, and appropriation in both the books and the films.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.346. Soviet-American Cold War. 3 Credits.**

The focus will be on Soviet-American interactions, Cold-War Cultures, and the impact on both societies.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.347. Early Modern China. 3 Credits.**

The history of China from the 16th to the late 19th centuries.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.348. 20th-Century China. 3 Credits.**

Survey of the history of China from ca. 1895 to ca. 1976.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.351. Colonialism and Digital Media in Latin America. 3 Credits.**

The legacies of colonialism in Latin America have been bitterly contested in recent film and other digital media. From highlighting the afterlives of enslavement to asserting Indigenous rights, creators and audiences have turned to screens to address the open wounds of the region's colonial past. By analyzing hits like *También la lluvia* and the Mexican cult favorite, 499, this course uses film analysis, cultural memory, and primary sources to understand how these media make arguments about Latin America's colonial past and its significance in the present. The course similarly engages with the field of historical game studies through the analysis of videogames and boardgames that create simulations of early modern societies in the Americas. In this course, students will develop the ability to identify how digital media production and reception shape the memory of colonialism in the American hemisphere. In so doing, they will also acquire a deeper knowledge of Latin American colonial histories and their influence on contemporary culture. Necessarily, the course heavily emphasizes Indigenous perspectives and so simultaneously serves as an introduction to Indigenous Studies in Latin America.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.354. Playing in the White: Black Writers, the Literary Colorline and Writing Whiteness. 3 Credits.**

This course will turn to known and not-so-known black writers during the early to mid-twentieth century who defied literary expectation and wrote stories that featured or focused on whiteness. We will consider what whiteness offered black writers and the political work that their literary experimentations did for a white American publishing industry.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.360. The Modern British World: Imperial Encounters, Regimes, and Resistance, 1700-Brexit. 3 Credits.**

The Modern British World introduces some of the major events, themes, and controversies that led to Britain's global dominance and ultimate decline as an imperial power.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.368. European Socialist Thought. 3 Credits.**

A survey of European socialist theories, including Marxism, anarchism, Social Democracy, feminism, and anti-imperialism. Authors include Proudhon, Marx, Engels, Bakunin, Bernstein, Lenin, Luxemburg, Kollontai, Césaire, and Fanon.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)



**AS.100.372. African Cities: Environment, Gender, and Economic Life. 3 Credits.**

This class explores the geographic, economic and cultural issues resulting from Africa's urban growth from precolonial times to the present.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.373. Crime, Punishment, Felony and Freedom: Law and Society in Premodern England, 1066 to 1688. 3 Credits.**

This course explores the development of English law and the English legal tradition from the Norman Conquest through the English Revolution (ca. 1066-1688). We will begin by tracing the impact of the Norman Conquest of England and examine the origins and development of English legal and political institutions such as kingship, the common law, the evolution of legal procedure, and the court and jury system, ideas of franchise, treason and the emergence of Parliament. We will also consider how English law constructs legal categories including aliens, women, heirs, traitors as well as the legal framework for the emergence of the English Church under the Tudors. When applicable the implications of these institutions for developments in the contemporary American and British legal systems will be addressed.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.378. Africa and the Atlantic World. 3 Credits.**

This upper-division course is designed to help students examine and probe the significant role Africa has played in shaping the Atlantic world and its place within its economic, social, religious, cultural, and political configurations.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.384. Experiential Research Lab: Course. 2 Credits.**

History Department experiential research lab courses cover a wide range of topics. This course is part one of a two semester sequence and will comprise of an in-class component (AS.100.384; 2 credits) during the Fall or Spring semester followed by a 10-12 day study abroad component (AS.100.385; 1 credit) during Intersession or Summer. Enrollment is by instructor permission. Interested students should contact the course instructor prior to enrolling in SIS. All expenses for the study abroad trip will be covered by Johns Hopkins.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.385. Experiential Research Lab: Study Abroad. 1 Credit.**

History Department experiential research lab courses cover a wide range of topics. This course is part two of a two semester sequence. After the completion of AS.100.384 [required] during the Fall or Spring semester, students will enroll in the 10-12 day study abroad element of the course for Intersession or Summer. Pre-requisite: Must have completed AS.100.384, in the previous adjacent semester, to enroll. All expenses for the study abroad trip will be covered by Johns Hopkins.

**Prerequisite(s):** AS.100.384

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.386. Sports History of the Cold War. 3 Credits.**

This class reassesses the history of the Cold War through sports. We will investigate how the Cold War has shaped sports, the Olympic movement, the role of athletes at home and abroad. We will discuss how sports intersected with domestic and foreign policy, and how sports constructed, reinforced, and challenged notions of race, gender, and class. We will also interview JHU alumni and former athletes who made a career out of sports.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.388. Practicing Historical Research. 3 Credits.**

Students work in close collaboration with a faculty member to produce an individual research project. The course is designed for history majors in conjunctions with AS.100.293, and it is recommended, although not required, that the AS.100.293 be taken first.

**Prerequisite(s):** AS.100.293

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Ethics and Foundations (FA5)

Writing Intensive

**AS.100.392. The Art of Lying: Lie, Dissimulation, and the "Fake News" in Pre-modern Europe. 3 Credits.**

We live in an age that values authenticity, sincerity, and open and transparent communication. Yet this was not always the case. This course will examine the attitudes to lie, falsity, and dissimulation in pre-modern European society. We shall begin by exploring the concepts of lie and discussions of permissibility of lying in the canonical texts of Christianity, Judaism, and Islam. We shall then focus on the texts composed between the 16th and the 18th centuries and explore questions posed by theologians ("Is lying always a sin?", "Should one lie to protect lives?", "Can God lie?"), philosophers and politicians ("Is the morality of the rulers different than that the ruled?", "Are politicians bound to lie?"), and courtiers ("Is not telling the truth a necessary part of being polite?", "Is all civility based on falsehood?"). We shall then move beyond the question of lying and probe the questions of dissimulation, imposture, and false or invented identities. We shall end with a discussion of the early romantic "cult of sincerity".

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.393. Think Globally, Research Locally: Early Maryland and the World. 3 Credits.**

A research-intensive seminar, this course uses the rich history of Maryland to approach broader themes in early modern American and global history including colonialism, slavery, revolution, race, gender, and sex.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.100.395. History of Global Development. 3 Credits.**

This course explores development as an ideology and a practice. From colonialism to the Cold War to contemporary NGOs, we will interrogate the history of our attempts to improve the world. This iteration of the course will have a particular focus on the intersections between development and the environment. Graduate students welcome.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.396. The Gender Binary and American Empire. 3 Credits.**

This seminar explores how the sex and gender binary was produced through US colonialism since the nineteenth century. Topics include domestic settler colonialism, as well as Hawaii, the Caribbean, and Asia.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.397. The Trouble with "Diversity". 3 Credits.**

Through archival, literary, and other cultural texts, this course considers the history of "diversity" as both a practice and concept, beginning with the arrival of "colorblindness" in the 1890s and moving through recent approaches to institutionalized multiculturalism.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.404. John Locke. 3 Credits.**

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.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.406. Public History and Engaged Research. 3 Credits.**

How do we interpret history for and with broad public audiences? This class introduces students to public history and community-engaged research, emphasizing collaborative knowledge production between academic and non-academic publics. Case studies include virtual reality experiments, walking tours, exhibitions, public art and performance, activist oral history, and community mapping. Students receive training in oral history and podcasting, benefit from guest speakers, and explore methods such as participatory action research, indigenous research methodologies, and shared authority.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.411. AI and Data Methods in History. 3 Credits.**

This course engages both a 'history of data' and the 'data of history' by exploring American labor, consumer and business history. Students will learn how to think critically about how data are made and organized. They will then use that data to build arguments and visualizations about social and economic change over time. Throughout the course, we will learn to use various tools such as Google Sheets, Python, and ChatGPT for data analysis. No prior experience with statistics or programming is necessary, but students should come with a desire to learn.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Science and Data (FA2), Projects and Methods (FA6)

Writing Intensive

**AS.100.413. London 1580-1830: The History of Britain's capital city. 3 Credits.**

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.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.422. Society & Social Change in 18th Century China. 3 Credits.**

What did Chinese local society look like under the Qing Empire, and how did it change over the early modern era?

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.425. Research Seminar: Global Migrations. 4 Credits.**

This course builds students' research, writing, and analytical skills by guiding them through an independent research project in a collaborative classroom environment.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.426. Popular Culture in Early Modern Europe. 3 Credits.**

Witchcraft, magic, carnivals, riots, folk tales, gender roles; fertility cults and violence especially in Britain, Germany, France, and Italy.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.428. Saints, Saviors, and Sovereigns in the Early Modern World. 3 Credits.**

This reading intensive seminar will explore the myriad ways in which questions of sovereignty and the sacred were joined together across the early modern world. Emphasis will be placed on sacred and universal modes of kingship, saintly cults, and messianic movements amongst the Muslim, Christian, and Jewish communities of the Mediterranean, the Middle East, and South Asia.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.429. Witchcraft and Conflict in Early America. 3 Credits.**

"They Say I am a witch," declared one woman in seventeenth-century North America. Trials and fights over accusations of witchcraft provide rich material for an examination of early American power dynamics. This class will explore moments of such accusations. The class will culminate in a final project on a witchcraft case in early America.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.431. Law and Genocide in Modern Europe. 3 Credits.**

Can law end genocide? Modern Europe has formed the site for some of the worst global atrocities in modern history. It has also served as the birthplace and proving grounds for many of humanity's boldest experiments in genocide prevention and global justice. In this course, we will examine the historical links between mass violence and legal change. We will focus on pivotal trials and legal campaigns in Central and Eastern Europe from World War I to the present, including the Nuremberg Trials, the UN Yugoslavian Tribunals, and the ongoing Russia/Ukraine war. We will pay special attention to the question of what the historical entanglements between international law, human rights, and empire mean for the future of universal justice in Europe and beyond.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.433. Free Speech and Censorship in the United States. 3 Credits.**

This undergraduate research seminar examines laws, practices, and debates pertaining to censorship from the eighteenth century to the present. Issues include political speech, obscenity and pornography, and racist hate speech. In addition to discussing common readings, each student will choose a censorship case or issue to research, present to the class, and analyze in a final essay.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.434. The Modern American Presidential Election in Historical Perspective. 3 Credits.**

Presidential elections – even rare, unexpected, or paradigm-busting elections – do not occur in a vacuum. Instead, they are created, shaped, and constructed by a variety of significant forces, over time. This seminar thus suggests that you cannot understand modern presidential politics and contests, including the 2020 election and the upcoming 2024 election, without examining the historical antecedents that make the present-day moment possible. Consequently, while enrolled in this seminar, students will grapple with the following central question: what are the foundational moments in modern American social, political, and economic history that provided the "building blocks" for the 2024 United States Presidential Election? How can we use history to analyze and explain the developments of the 2024 election, as those moments are happening in real time?

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.442. The Intellectual History of Capitalism, 1900 to present. 3 Credits.**

Since 1900 global markets have undergone a dramatic transformation. This course will grapple with the writings of economists and social theorists who sought to understand the implications of these changes, and in some cases helped to inspire them. Questions they addressed include: does freedom result from the absence of coercion, or does it require the provision of capacities? Do markets reward desirable behaviors, or do they produce social and environmental pathologies? Does competition occur spontaneously, or does it require careful regulation and reinforcement? And what is the relationship between innovation and inequality? Readings include selections from Max Weber, Charlotte Perkins Gilman, W.E.B. DuBois, John Maynard Keynes, Friedrich Hayek, Karl Polanyi, Joseph Schumpeter, Theodor Adorno, Milton Friedman, Donna Haraway, Wendy Brown, and Thomas Piketty. Class meetings will focus on the close reading of these texts, and discussion of how and why perceptions of the market economy have changed over time.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.444. Historiography of the Maghreb, 1939 to the Present. 3 Credits.**

We will explore key texts in the historiography of post-1939 North Africa as well as key recent publications, in French as well as in English.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.100.445. Revolution, Anti-Slavery, and Empire 1773-1792: British and American Political Thought from Paine, Smith, and the Declaration of Independence to Cugoano, Wollstonecraft, and the Bill of Rights. 3 Credits.**

This seminar-style course will focus on discussing British and American political thought from the "Age of Revolutions", a period also of many critiques of Empire and of many works of Antislavery. Readings include Paine's Common Sense and Rights of Man, the Declaration of Rights, the Constitution and Bill of Rights, the Federalist Papers; works by Smith, Burke, and Wollstonecraft; and antislavery works by Cugoano, Equiano, Rush, Wesley, and Wilberforce.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.446. Making Medieval History in 'Modern' America. 3 Credits.**

This course examines the emergence and practice of medieval history as a field of history in the US beginning in the nineteenth-century. We will address what the medieval past meant for the formation of the discipline of history in the US and how an imagined medieval past came to inform scholarly discourse, research approaches, methodologies, ideas about race and gender, legal and constitutional history, and the contours of nation states. The narrative of the medieval origins of states will also be addressed and questioned as it developed over the course of the 20th century. Students will do archival research in the JHU archives and in other published and unpublished source sets.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.450. History Research Lab. 3 Credits.**

In this course, students participate in a research "laboratory," engaging in direct research on an area of faculty's research, leading to the development of a collective, digital humanities project.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Projects and Methods (FA6)

**AS.100.453. Global Legal History. 3 Credits.**

Introduction to the practice of global legal history, with focus on the growth of modern international law from the seventeenth century to the present, its relationship to nationalism and empire, war, atrocity-crimes and human rights, international institutions, and the relationship between law and history.

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.482. Historiography of Modern China. 3 Credits.**

How has the history of modern China been told by Chinese, Western, and Japanese historians and social thinkers, and how did this affect popular attitudes and government policies toward China?

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.486. Jim Crow in America. 3 Credits.**

This course explores the history, politics, and culture of legalized racial segregation in the United States between the mid-nineteenth and twentieth centuries – a regime commonly known as "Jim Crow."

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.100.494. Senior Honors Seminar. 1 Credit.**

A two-semester coordinating seminar for history majors writing senior honors theses. Admission is granted by instructor only after the student has selected a faculty thesis advisor. AS.100.494 is to be taken concurrently with AS.100.507 Senior Thesis.

**Prerequisite(s):** AS.100.494 is to be taken concurrently with AS.100.507 Senior Thesis.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.495. Senior Honors Seminar. 1 Credit.**

The Senior Honors Seminar is a coordinating seminar for senior history majors who are writing senior honors theses and wish to graduate with departmental honors. To be taken concurrently with AS.100.508, Senior Thesis.

**Corequisite(s):** AS.100.508

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.100.497. From Baltimore to Belgrade: 1968 in Global and Local Perspective. 3 Credits.**

The sixties were a polarizing decade of unrest, revolutions, and fundamental change across Europe and the US. We will discuss 1968 through the lens of Baltimore and national case studies, and contextualize it within the Cold War and decolonization. We'll speak with eyewitnesses, work with archivists, high school students, and community partners in the city!

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive



**AS.100.507. Senior Honors Thesis. 3 Credits.**

The Senior Honors Seminar is a coordinating seminar for senior history majors who are writing senior honors theses and wish to graduate with departmental honors. We will discuss the organization of your historical research projects and help you prepare for writing your senior thesis based on that research. This is an interactive class that helps make the most of your senior thesis experience!

**Prerequisite(s):** You must request Customized Academic Learning using the Customized Academic Learning form found in Student Self-Service: Registration > Online Forms.

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

Writing Intensive

**AS.100.508. Senior Honors Thesis. 3 Credits.**

This seminar is required for senior history majors who are writing senior honors theses and wish to graduate with departmental honors.

**Prerequisite(s):** You must request Customized Academic Learning using the Customized Academic Learning form found in Student Self-Service: Registration > Online Forms.;AS.100.507

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

Writing Intensive

**AS.100.535. Independent Study. 1 - 3 Credits.**

Undergraduate independent research under a faculty mentor.

**Prerequisite(s):** You must request Customized Academic Learning using the Customized Academic Learning form found in Student Self-Service: Registration > Online Forms.

AS Foundational Abilities: Citizens and Society (FA4)

**AS.100.536. Independent Study. 1 - 3 Credits.**

Undergraduate independent research under a faculty mentor.

**Prerequisite(s):** You must request Customized Academic Learning using the Customized Academic Learning form found in Student Self-Service: Registration > Online Forms.

**AS.100.601. Decolonizing The Museum: Case Studies. 3 Credits.**

How do museums represent the world? The course will focus on the colonial legacy of museums and complicate discourses of decolonization by looking at a range of case studies. We will study the world's fairs, artworks, artifacts, collections, curatorial practices, exhibition histories, repatriation requests, and exhibitionary modes of display, in order to analyze their relationship to histories of decolonization, temporality, translation, untranslatability, spectatorship, provenance, and the life of objects.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.602. The French Revolution. 3 Credits.**

This course will engage the rich historiography of the French Revolution. We will focus on recent scholarship to examine such themes as: the nature of revolution and popular activism; violence & trauma; constitutionalism; citizenship, democracy, and social rights; the revolution after Thermidor and why the republic collapsed.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.603. Readings in the Early U.S. Republic. 3 Credits.**

Small intensive group reading: the course is primarily intended for students working on their graduate field lists. Other formats are possible with permission of the instructor.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.605. Modern Britain & the British Empire. 3 Credits.**

This course introduces major historiographical themes and debates in Modern British and British Imperial History to graduate students. It is designed to prepare students for major and minor fields in associated topics.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.613. Modern Japanese and Korean Histories. 3 Credits.**

This graduate-level seminar provides an overview of innovative works in the overlapping histories of modern Japan and Korea. We will read both "classic" and recent works that will help us analyze the following: 1) trends in the historiographies of Japan and Korea; 2) analytical, conceptual, and political challenges in the writing of Japanese/imperial and Korean/colonial history; and 3) recent global, microhistorical, and transnational methodologies. Discussions will focus as much on the craft of writing history as on the content of it.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.615. States, Scribes, and Archives: Medieval Arabic Documentary Cultures. 3 Credits.**

Historical survey of scribal and archiving practices of medieval Islamic states (in comparative perspective); includes close readings of primary documents, including legal deeds, petitions, edicts, fiscal receipts, and administrative reports.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.616. Post-WWII French and Francophone Writing On History. 3 Credits.**

This seminar will focus on texts by post-1945 authors who wrote in French and engaged with what it means to write about the past and how to do so. Among those we will focus on are: Aimé Césaire, Frantz Fanon, Assia Djebbar, Simone de Beauvoir, Michel Foucault, Félix Guattari and Gilles Deleuze, Paul Ricoeur, Alain Corbin, Arlette Farge, François Hartog, Paul Ricoeur, Etienne Balibar, Jacques Rancière, Paul B. Preciado, Fernand Braudel.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.617. Black Political History and Activism in Modern America. 3 Credits.**

This course focuses on the emergence and development of various strains of Black political thought and action within the modern US. Our course will explore themes of equality, citizenship, democracy, and freedom throughout the 20th Century, specifically as it pertains to the Black experience in America.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.618. Historiography of Law and Empire. 3 Credits.**

This course will consider recent historical work on law and empire, with a focus on modern empires in Africa, Asia, and Latin America.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.619. Early Modern France and the French Empire. 3 Credits.**

The second part of a two-semester sequence, this seminar examines the history of France and its empire from the seventeenth century to the early nineteenth century. Topics include: political culture; political economy; the rise of commercial capitalism; the Enlightenment, gender, and sociability; print and popular culture; empire, race, and slavery; and the French and Haitian Revolutions.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.620. Early Modern France and the French Empire. 3 Credits.**

Part of a two-semester sequence, this seminar examines the history of France and its empire from the seventeenth century to the early nineteenth century. Topics include: state formation; political culture; political economy; commercial capitalism; the Enlightenment; popular culture; empire, race, and slavery; and the French and Haitian Revolutions.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.622. New Directions in the History of Sex, Gender, and Empire. 3 Credits.**

This seminar engages graduate students with recent historiography on Gender and Sexuality in the context of Britain and the British Empire. Subthemes include labor history, the history of technology, trans studies, and urban history.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.623. Telling Japanese Histories. 3 Credits.**

A graduate-level seminar on the political, social, and intellectual concerns that have both shaped and undermined dominant ways of telling Japanese history, especially in Japan and the U.S. since 1945.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.626. Readings in African Popular Culture. 2 Credits.**

This course explores the interplay between the development of the colonial and post-colonial city and the emergence of popular cultures in Africa. Because the field of popular cultures is deeply interdisciplinary, this course draws on disciplines such as history, anthropology, literary studies, linguistics and others to illuminate the power of expressive urban cultures in the ways in which African societies have used them to cope with colonial change and modernity. It is organized around reading modules that focus on music, cinema, theater, religious movements, fashion, recycled art and sports. We will read a variety of texts from noted specialists in the field of popular cultures. As we examine the criteria each scholar establishes to determine the nature, content and social significance of popular cultures within the African context, participants will be encouraged to develop their own theoretical perspectives or, at the very least, a set of criteria for developing an encompassing interpretive theory of popular cultures.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.628. Advanced Reading in Modern African American Studies & History. 3 Credits.**

This course explores canonical and cutting-edge research and scholarship in the broad fields of African American Studies and History, 1865 – present. Students will move beyond a basic knowledge of the modern African American experience, while enhancing their critical research and analytical skills. Broad themes covered include questions of freedom, citizenship, agency, identity, and empowerment.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.629. Readings in African Modern History. 2 Credits.**

A reading seminar in African modern history, from the 19th century to the present, covering issues such as slavery, colonial encounters and resistance, Africa's postcolonial trajectories as well as current decolonial debates.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.631. Readings in Medieval History. 3 Credits.**

Readings in Medieval History examines major historiographical and methodological developments in the history of the medieval world. Weekly readings and meetings will offer the opportunity to read comparatively and thematically often in preparation for a field in Medieval Europe and the Mediterranean World. Some major themes include: Heresy and holiness; gender and social relationships; franchise, manumission and serfdom; identity and difference; persecution and power; reform and the medieval church; materiality, movement and translation; law and sovereignty; learning and cultural production; and environmental and climate history.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.632. Thirteenth-Century France: Documents, Devotions, and Authority, 1180-1328. 3 Credits.**

The history of the consolidation of the kingdom of the Franks offers a window into some of the most important events, developments, and themes of the High Middle Ages. Building out from primary texts, we will analyze the nature of medieval kingship – the office, institution, and the person of the king; the consolidation of territory as so-called “feudal” lordships gave way to the mechanisms of the state; the role of religion, spirituality, and the development of religious ideologies as they relate to king and nation; the impact of religious difference and the persecution of heresy; the construction of gender and its association to power and sanctity; the consolidation of law as it took shape in practice, procedure, and text; the development of crusading and its impact; and the place of culture and royal ideology in and on the everyday lives of individuals living in Europe, and especially, France at this time. In addition to weekly readings focused on secondary scholarship most weeks we will also read at least one primary text in Latin or Old French.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.634. The Haitian Revolution. 3 Credits.**

This seminar examines the origins, course, and legacies of the Haitian Revolution (1791-1804), the most radical movement of the Age of Revolutions. It explores the colonial background, the overthrow of slavery, the founding of an independent nation, and the aftermath of revolution in the nineteenth century.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.635. Heterodoxy and Heresy in Early Modern Europe. 3 Credits.**

An advanced graduate seminar devoted to the study and discussion of various early modern heretical groups and movements.

Distribution Area: Humanities, Social and Behavioral Sciences  
Writing Intensive

**AS.100.636. Making Medieval History in 'Modern' America. 3 Credits.**

This course examines the emergence and practice of medieval history as a field of history in the US beginning in the nineteenth-century. We will address what the medieval past meant for the formation of the discipline of history in the US and how an imagined medieval past came to inform scholarly discourse, research approaches, methodologies, ideas about race and gender, legal and constitutional history, and the contours of nation states. The narrative of the medieval origins of states will also be addressed and questioned as it developed over the course of the 20th century. Students will do archival research in the JHU archives and in other published and unpublished source sets.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.637. American Economic History. 3 Credits.**

Intended for graduate students preparing for a field exam in American Economic History, this course will cover the rise of the American economy from a variety of historiographic perspectives: financial, labor, consumption, macroeconomic, technological, etc. Students will write a historiographic research paper at the end of the semester.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.638. Reading Seminar in Early Modern History. 3 Credits.**

This is a graduate seminar devoted to close reading of crucial works in early modern history and historiography.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.642. Black Intellectual History. 3 Credits.**

This seminar explores the black intellectual tradition through a range of reading, both from historical intellectuals, artists, and activists and studies of those figures. The readings will draw from across the disciplines and multiple genres, and explore some of the key concepts, movements, and interventions that have helped shape a broadly understood project of Black Study. We will focus primarily on black intellectuals from the Caribbean and the United States, with particular attention, though not singular, to the twentieth century.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.643. Queer and Trans Historiography of Western Europe/Empire post-1945. 3 Credits.**

This seminar engages graduate students with recent and “classic” historiography on LGBTQ+ questions in French, German, and other western European spaces, with particular attention to empire.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.644. Reading Sefer Yetsirah. 3 Credits.**

Reading Sefer Yetsirah

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.647. Historical Methods. 3 Credits.**

This seminar introduces History doctoral students to archival methods and other scholarly approaches critical to the development of History as an academic discipline over the past two centuries. More broadly, the course prepares students to analyze and to pose the kinds of far-reaching and complex questions that sit at the heart of any dissertation or monographic study. This course is for History graduate students only.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.651. Twentieth Century Urban History. 3 Credits.**

This graduate seminar explores some of the most innovative approaches to the study of the built environment. We will consider the evolution of what is commonly called “urban history” to examine broader developments in American economic, cultural, spatial, and political history.

**AS.100.652. European Socialist Thought. 3 Credits.**

A survey of European socialist theories, including Marxism, anarchism, Social Democracy, feminism, and anti-imperialism. Authors include Proudhon, Marx, Engels, Bakunin, Bernstein, Lenin, Luxemburg, Kollontai, Césaire, and Fanon.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.653. Africa in the Twentieth Century. 3 Credits.**

Graduate reading seminar in Modern African history.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.655. Reading Seminar in Black Women's History. 3 Credits.**

The second part of a two-semester sequence, this seminar examines a variety of historical traditions in the field of black women's history.

Distribution Area: Humanities, Social and Behavioral Sciences

Writing Intensive

**AS.100.658. Readings in the History of the Eighteenth-Century French Empire. 3 Credits.**

This seminar will examine the history and historiography of the eighteenth-century French empire. We will read recent work on colonialism, overseas trade, Atlantic slavery, economic thought, and the French and Haitian Revolutions.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.659. Black Radical Tradition and the Imaginary. 3 Credits.**

This course considers how black intellectuals have envisioned alternatives to imperialism, racial oppression, and coloniality. It considers the role of imagination in Black Radical thought and how it has shaped political, theoretical, and epistemological questions that animate the black world.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.661. Racial Literacy in the Archives. 3 Credits.**

This course explores how to use race as a historical category of analysis, and teaches attendees how to locate how historical actors deploy race and racism to make claims, organize labor and identities, and imagine political possibility.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.662. Inter Asia Research Seminar. 3 Credits.**

An intensive research seminar for graduate students currently conducting research on theories, methodologies, and histories of inter-Asian movements and networks. Instructor permission required.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.663. Religion and the Senses. 3 Credits.**

This graduate seminar delves into the intricate relationship between religion and the senses, critically examining how sensory experience and perception have been theorized, cultivated, and contested within religious traditions (broadly conceived). Drawing on interdisciplinary perspectives from history, anthropology, religious studies, and art history, we will interrogate the senses as epistemological tools, vehicles of discipline, metaphors for doctrinal and ethical concepts, and markers of sacred presence. This seminar engages with the multiple boundaries of sensory experience and its sociocultural implications through close readings of theoretical texts and case studies of ritual, material culture, and sacred spaces drawn from various religious traditions, such as Islam, Christianity, Judaism, Buddhism, and Hinduism.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.672. Medieval Materialities: Objects, Ontologies, Texts and Contexts. 3 Credits.**

We will use the meanings and methodologies of “materiality” to examine the medieval world, by analyzing objects, texts, networks, patterns of circulation and appropriation, aesthetics and enshrinement, production and knowledge communities.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.680. Reading Seminar in Early American History, c. 1500-1850. 3 Credits.**

Reading seminar on the state of the field in Early American History – mostly covering North America with some emphasis on transnational connections. Course is open to graduate students in history and other disciplines.

**AS.100.681. Research Seminar in Atlantic History, 1600-1800. 2 Credits.**

Writing workshop for graduate students at all stages presenting work in progress. Discussion of theories, methods, and challenges of graduate student writing.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.682. Introductory Topics in Computation for Scholarship in the Humanities. 3 Credits.**

The first half of this seminar course consists of non-mathematical introductions to, and discussions of, the fundamental motivations, vocabulary, and methods behind computational techniques of particular use for humanistic research. The second half combines selected readings chosen to address specific questions raised by these discussions with hands-on application to students' research goals. Each participant will lead discussion for one of the selected readings relevant to their interests.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.691. Readings in the History of Mediterranean Religion. 3 Credits.**

Graduate course in foundational texts in the history of religion in the medieval and early modern Mediterranean.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.700. American Intellectual History. 3 Credits.**

Readings on the intellectual history of the United States in a transnational context since the late nineteenth century.

**AS.100.707. The Black World. 3 Credits.**

This course explores the practice of writing and reading the history of African Americans and the wider African Diaspora. Participants will share written work and do close readings of primary and secondary texts exploring the black experience in Europe, Asia, Africa, and the Americas.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.708. The Black World II. 3 Credits.**

The Black World Seminar explores historical approaches to the study of African-descended people and analyzes processes of racial formation responsible for producing "blackness," a human invention, as a social fact. This specific iteration of Black World will consider the role of political economy in shaping the life-worlds of Africans and those living throughout the African Diaspora.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.711. A Trans History of the Welfare State. 3 Credits.**

This seminar investigates US trans history through the prism of the welfare state. Readings will prioritize the analysis of class, political economy, and labor to make sense of gender's material functions, practices of transition, and the maneuvers and aims of policy and statecraft. The course will ultimately explore why a tiny population has become a significant object of welfare state management since the New Deal.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.713. Black Womanhood. 3 Credits.**

What does a usable history of black womanhood (black queer and trans womanhood inclusive) look like? How do we imagine, create, and narrate black women's stories? Black women's history across time and space.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.716. Cultural Theory For Historians. 3 Credits.**

An examination of modern cultural theories, with emphasis on mass culture and consumerism. Authors include Simmel, Kracauer, Benjamin, Horkheimer, Adorno, Barthes, Debord, Bourdieu, and de Certeau.

**AS.100.717. Directed Readings in Early Modern European Intellectual History. 3 Credits.**

Directed Readings in Early Modern European Intellectual History.

**AS.100.719. Directed Readings in Early Modern British History. 3 Credits.**

Directed Readings in Early Modern British History.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.722. The History of Trans Femininity. 3 Credits.**

This seminar will offer training in feminist, queer, transgender and postcolonial approaches to the history of sexuality by exploring what methods are adequate to writing the history of trans femininity as a specifically nineteenth and twentieth century phenomenon. Areas of emphasis will include histories of sexology, sex work, social movements, and trans feminism and its opponents. The primary geographic focus will be the US, but through a transnational lens that connects to Western Europe, South Asia, and Latin America.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.727. Early Modern Spain and the Mediterranean. 3 Credits.**

This course explores the history and historiography of early modern Spain, with a particular emphasis on its relationship with the Mediterranean - from religious, economic, social, diplomatic, and military perspectives. It will discuss piracy, the slave trade, the "morisco" question in Spain, the Jewish diaspora, and North Africa-Spanish relations, among other topics. These topics will be explored with an eye to discussions on conversion, gender, and race among other lenses.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.728. Historical Writing in the Middle Ages. 3 Credits.**

This course investigates the basic techniques of writing history and the matters traditionally covered in medieval historical texts by reading a series of exemplary medieval historiographical works. This is preceded by a section on theoretical orientations to the study of history and historiography in order to provide the analytic tools for analyzing medieval texts.

**AS.100.729. Reading Seminar: British America and the Early United States in Atlantic Perspective. 3 Credits.**

Introduction to the history and historiography on British North America and the United States.

**AS.100.732. Environment and Geography Seminar. 3 Credits.**

The Environment and Geography Seminar provides space for PhD students and professors to present works in progress. The goal is to bring together researchers in the physical sciences, social sciences, and humanities who work on the environment. In the 1990s, Donald E. Worster outlined two basic approaches to environmental studies: studying how cultures shape environments and how environments shape cultures. Since then, environmental studies scholars have attempted to synthesize these two approaches. Their key insight is that cultural and environmental change should be studied together, not separately. In that spirit, we convene this seminar so that scholars in the physical and social sciences can think together about how economic, social, and political systems interact with the environment (and vice versa). This seminar is open to researchers and students with an interest in agriculture, food, pollution, industrial waste, sustainability, energy policy, green growth/degrowth, epidemiology, conservation, more-than-human studies, biodiversity, deep-time, planetary systems, environmental justice, and climate change.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.733. Reading Qing Documents. 3 Credits.**

Open also 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, we will consider important archive-based secondary works which demonstrate the ways in which historians have made use of Qing documents in their scholarship.



**AS.100.735. Early Modern Britain and the Early Modern British Empire. 3 Credits.**

The first part of a two-semester graduate seminar discussing major works on various aspects of early modern British history.

**AS.100.736. Early Modern Britain and the Early Modern British Empire. 3 Credits.**

A one semester graduate seminar discussing major works of early modern British and early modern British imperial history.

**AS.100.744. Twentieth Century France and the French Empire. 3 Credits.**

We will read and discuss recent monographs and historiographical essays that emerge from and inform French history, with particular attention transnational, imperial, Mediterranean, international, and colonial frames and questions.

**AS.100.749. Social Theory for Historians: Marx, Durkheim, Weber. 2 Credits.**

An examination of the works of Marx, Durkheim, and Weber, as examples of the Hegelian, positivist, and hermeneutic traditions of social theory.

**AS.100.753. Modern American Seminar. 3 Credits.**

A graduate workshop in which graduate students, faculty, and invited speakers present their latest research results in 20th century history. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly. Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.755. Modern American Seminar. 3 Credits.**

A graduate workshop in which graduate students, faculty, and invited speakers present their latest research results in 20th century history. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.756. Reading Seminar in Chinese History. 3 Credits.**

This reading seminar will introduce graduate students and advanced undergraduates (by permission) to recent English-language scholarship in the field (mostly) of early modern Chinese history.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.757. Cultural Histories of Late Imperial China. 3 Credits.**

This reading seminar will introduce graduate students and advanced undergraduates (by permission) to recent studies of Late Imperial and Republican China that can (by various standards) be classified as works of cultural history.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.759. Arabic Historical Writing in the Middle Ages. 3 Credits.**

The course examines various genres of Arabic historical writing during the high and late Middle Ages (10th-15th c.). All primary readings are in English/French translation (no Arabic required).

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.761. History of Capitalism. 3 Credits.**

Readings on the history of capitalism since the mid-nineteenth century, with an emphasis on the American context.

**AS.100.762. History and Historiography of 19th-Century France in Europe and the World. 3 Credits.**

We will read and discuss recent work on nineteenth-century France, the French-dominated empire, and other "French" histories.

**AS.100.769. Gender History Workshop. 3 Credits.**

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.

**AS.100.770. Gender History Workshop. 3 Credits.**

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.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.781. The Seminar. 2 Credits.**

This course features presentations from invited speakers. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.782. The Seminar. 2 Credits.**

This course features presentations from invited speakers. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.783. Seminar: Medieval Europe. 3 Credits.**

A graduate workshop in which graduate students, faculty, and invited speakers present their latest research results in Medieval European History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.784. Seminar: Medieval Europe. 3 Credits.**

A graduate workshop in which graduate students, faculty, and invited speakers present their latest research results in Medieval European History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.785. Seminar: Early Modern Europe. 3 Credits.**

A graduate workshop in which graduate students, faculty, and invited speakers present their latest research results in Early Modern European History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.786. Seminar: Early Modern Europe. 3 Credits.**

A graduate workshop in which graduate students, faculty, and invited speakers present their latest research results in Early Modern European History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.787. Seminar: Modern Europe. 3 Credits.**

A graduate workshop in which graduate students, faculty, and invited speakers present their latest research results in Modern European History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.788. General Seminar: Modern Europe. 3 Credits.**

A graduate workshop in which graduate students, faculty, and invited speakers present their latest research results in Modern European History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.789. Seminar: American. 2 Credits.**

A seminar series in which graduate students, faculty, and invited speakers present their latest research results in American History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.790. General Seminar: America. 3 Credits.**

A seminar series in which graduate students, faculty, and invited speakers present their latest research results in American History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.793. Seminar: African. 2 Credits.**

A seminar series in which graduate students, faculty, and invited speakers present their latest research results in African History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.794. General Seminar: Africa. 2 Credits.**

A seminar series in which graduate students, faculty, and invited speakers present their latest research results in African History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.795. Seminar: Asian. 2 Credits.**

A seminar series in which graduate students, faculty, and invited speakers present their latest research results in Asian History. Q&A, with an emphasis on critical thinking, intellectual discussions, and written and oral presentations. Course may not meet weekly.

**AS.100.797. First Year Graduate Workshop. 2 Credits.**

The graduate workshop allows students, both the first-year cohort and all the graduate students in the department(s) as a group, to meet to discuss themes, topics, concerns, approaches, ideas, methods, and insights together and thus to build a sense of community, cohesiveness, and cooperation within the program and the department as a whole. This course is for History graduate students only.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.798. First Year Graduate Workshop. 2 Credits.**

The intention of the graduate workshop is to allow students, both the first-year cohort and all the graduate students in the department(s) as a group, to meet to discuss themes, topics, concerns, approaches, ideas, methods, and insights together and thus to build a sense of community, cohesiveness, and cooperation within the program and the department as a whole. We will meet for an hour on a weekly or bi-weekly basis to engage in discussion. Occasionally there may be related readings, first-year paper drafts, or common materials that you will be asked to read, edit, or engage with in advance of the workshop meeting, but I will let you know when that is the case. You may also be asked to present comments, questions, reflections, and sometimes written feedback on shared materials or to share drafts of your cv, cover letters, proposals and the like for comment and feedback. The goal of the workshop is to provide a shared space that is informative and supportive for our graduate student community and that will enrich your experience in the department.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.100.801. Dissertation Research. 3 - 9 Credits.**

Graduate dissertation research with their advisor.

**AS.100.802. Dissertation Research. 10 - 20 Credits.**

Graduate dissertation research with their advisor.

**AS.100.803. Independent Study. 3 - 9 Credits.**

Graduate independent research under a faculty advisor.

**AS.100.804. Independent Study. 3 - 9 Credits.**

Graduate independent research under a faculty advisor.

**AS.100.805. Fall History Teaching Assistant Practicum. 3 Credits.**

Fall practicum for History TA enrollment only (register under the faculty member's section for which you will serve as a fall TA).

**AS.100.806. Spring History Teaching Assistant Practicum. 3 Credits.**

Spring practicum for History TA enrollment only (register under the faculty member's section for which you will serve as a spring TA).

**AS.100.890. Independent Study. 9 Credits.**

Summer graduate independent research under a faculty advisor. For History Graduate Students only.

## Cross Listed Courses

### Agora Institute

**AS.196.311. Democracy. 3 Credits.**

Democracies around the world are under threat. This course introduces students to the philosophical foundations of democracy as well as the history of democratic revolutions, institutions, and principles. How can we defeat the most important contemporary challenges to democracy, including populism, authoritarianism and disinformation? And how can we revive the "democratic spirit" - in America and around the world?

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.196.364. This is Not Propaganda. 3 Credits.**

We live in an era of disinformation' mass persuasion and media manipulation run amok. More information was meant to improve democracy and undermine authoritarian regimes- instead the opposite seems to be happening. This course will take you from Russia to South Asia, Europe to the US, to analyze how our information environment has been transformed, why our old formulae for resisting manipulation are failing, and what needs to be done to create a model where deliberative democracy can flourish.

**Prerequisite(s):** Students who took AS.191.364, AS.196.310, OR AS.196.610 are not eligible to take AS.196.364.

Distribution Area: Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

### Center for Africana Studies

**AS.362.111. Introduction to African American Studies. 3 Credits.**

This course introduces students to the interdisciplinary field of African American Studies, with attention to the literature, film, culture, history, and politics of black life in the United States. Our reading list will likely include texts by David Walker, Frederick Douglass, Frances E.W. Harper, Sutton Griggs, W.E.B. Du Bois, James Baldwin, Amiri Baraka, Toni Morrison, and others.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.362.112. Introduction to Africana Studies. 3 Credits.**

This course introduces students to the field of Africana Studies. It focuses on the historical experience, intellectual ideas, theories, and cultural production of African-descended people. We will consider how people of the black diaspora remember and encounter Africa.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.362.119. Abolition and the University. 3 Credits.**

This course explores “critical university studies” through the lens of abolitionist thought, from W.E.B. DuBois to Ruth Wilson Gilmore. It historicizes universities’ growth within U.S. cities during the twentieth century.

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Engagement with Society (FA4)  
Writing Intensive

**AS.362.204. Anti-Black Racism and Black Freedom Struggles: History, Theory, and Culture. 3 Credits.**

In Anti-Black Racism and Black Freedom Struggles: History, Theory, and Culture, students will learn about key historical, intellectual, and political aspects of white supremacy as a system or racial domination, and anti-black racism as a central feature of that global system. This class will explore the historical forms that white supremacy has taken—from colonialism and plantation slavery to Jim Crow, gentrification, and mass incarceration—racial ideologies, and how modern political systems have hinged on racial oppression. Most important, we will explore how black people have responded to the structures and ideologies of white supremacy, their thinking about freedom, being, and rights, and their efforts to fit into the worlds in which they found themselves, to improve those societies, and those projects that sought radical alternatives to the anti-black world.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.362.309. Performing the Archive 2022: 200 Years of US-Liberia Migration. 3 Credits.**

This seminar will explore some of the pivotal historical and contemporary connections between the US and Liberia since the first Black American settlers arrived in West Africa with the American Colonization Society in 1822. This course asks: What are implications of these stories of migration and reception for how we make sense of global anti-Blackness in the contemporary moment? How does performance provoke new questions about shared histories of those impacted by colonialism and the transatlantic slave trade? Why is a more in-depth understanding of 19th century Black political thought and the precolonial West African indigenous category necessary for developing theory on the political economy of race today? Through the lens of performance studies, students will analyze the documents in the American Colonization Society archive, to reimagine these early encounters as informed by historical documentation including folklore and pan-Africanist theory. Through exploring a range of historical and contemporary materials that center the problematic “indigenous/settler” binary, students will engage in a dramaturgical process which presents powerful possibilities for unlearning historical misrepresentations. In particular, students will develop theater-based projects that interrogate the spatio-temporal connections between the stories of both, free Blacks and those who were enslaved in Maryland and manumitted to go to Liberia, and the contemporary politics of Liberia-US migration.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.362.318. Liberation in the African Diaspora. 3 Credits.**

This course explores the historical, theoretical, and political question of liberation in the African diaspora from the period of enslavement up to the current era. We will consider three major themes: enslavement, marronage, and freedom; Pan-Africanism and anti-colonialism; Black Power and national liberation. We will examine how African peoples conceptualized freedom and liberation in each period, the major organizations and intellectuals who framed them, and how popular activity developed and informed all three (ideas, organizations, and intellectuals). Some of the questions taken up include: How did enslaved Africans conceptualize freedom? Did their ideas and activities merely extend western notions of liberty and freedom, or did they develop distinct conceptions of freedom, rights, and humanity? Why, in the early Twentieth Century, did African peoples around the world pursue pan-Africanism as a political philosophy? How do class, nationality, gender, and sexuality inform such movements? Did national liberation struggles from the 1950s through the 1970s in Africa and the Caribbean bring about fundamental changes to those societies or merely replicate colonial regimes? What connections existed between national liberation movements in Africa and the Caribbean, and Civil Rights and Black Power in the United States and England?

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.362.326. Nothing About Us, Without Us: Storytelling as a Method for Community Organizing. 3 Credits.**

This course offers a hands-on opportunity for students to develop new skills as community organizers by learning from the best teachers possible: residents who have been serving their neighborhoods and building grassroots power in Southwest Baltimore since the 1990s. As a community-based learning course with the Center for Social Concern, and co-taught by professors, archivists, cultural curators, and longtime residents, including the founder of Fayette Street Outreach, Ms. Edna Manns Lake, this course will leverage the narrative power of storytelling to help rewrite a multigenerational history of community organizing in a part of the city long neglected by local government and threatened historically by open-air drug markets, rampant criminalization, and predatory housing speculators. Through community immersion, including story circles, oral histories, community archiving, local meetings, and guest presentations, students will learn how to navigate, identify, and build upon existing neighborhood assets. Students will then collaborate with a community partner to co-design and complete a neighborhood project by the end of the semester. Dispelling myths, learning truths, documenting history, and honoring decades of struggle in the face of massive odds, students will help re-write the narrative of Southwest Baltimore, centering humanity and resilience among resident-activists who stayed and fought for their community.

## Classics

### **AS.040.137. Archaeology at the Crossroads: The Ancient Eastern Mediterranean through Objects in the JHU Archaeological Museum. 3 Credits.**

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.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

### **AS.040.216. Exploring the Ancient Astronomical Imagination. 3 Credits.**

This course takes us on an exploratory journey through the ancient astronomical imaginary. We will focus on ancient Greek and Roman ideas about the structure of the cosmos, the substance and nature of the stars, the Earth's place and role in the universe, ancient attempts to map the stars, and ancient beliefs about the significance of cosmic phenomena for events in the human world. The course will culminate in the extraordinary ancient tradition of lunar fictions, which are our earliest imaginative accounts of life on other worlds. Come join us for a voyage to the stars!

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

### **AS.040.631. Curating the Ancient in Baltimore. 3 Credits.**

This collaborative seminar meets jointly with students from MICA to design an exhibition concerning a cast collection of ancient Mediterranean sculpture, founded in 1881, that resided at both institutions during different moments in its history (part of the collection is still located at MICA, where art students regularly engage with it). Participants will explore the dynamic position of the collection between these two urban institutions and its existence as part of the ongoing history of the city. This course is associated with the Baltimore ReCast Classics Research Lab. Advanced undergraduates can contact the instructor about joining the course.

## Comparative Thought and Literature

### **AS.300.401. Comparative Late- and Post-Cold War Cultures in China, the USSR, and Beyond. 3 Credits.**

This course invites students to explore culture in the late and post-Cold War world from a broader perspective by surveying literature, thought, cinema, art, and music in Chinese and Soviet societies from the 1980s to the present. How did Chinese and Soviet intellectuals reconfigure, reform, and/or reinvent their cultures as they re-embraced the ideas of freedom, democracy, and globalization? How did they grapple with the legacies of their socialist and even pre-socialist pasts as they entered new eras of reforms? How did reform movements adopt different forms and strategies in different parts of the USSR and in the Sinophone world? What kinds of negotiations took place between various centers and peripheries within and around these regions? What can we learn from their cultural endeavors about the promises, contradictions, and discontents of the post-Cold War world, as we witness the rise of a so-called "new cold war" today? In this co-taught course, specialists in Sinophone and Soviet cultures will guide students to read and discuss representative works from the 1980s onward from a comparative perspective. Readings include Cui Jian, Yu Hua, Can Xue, Mo Yan, Yan Lianke, Guo Songfen, and the film *Hibiscus Town*, as well as Viktor Tsoi, Komar and Melamid, Aka Morchiladze, Oksana Zabuzhko, Serhiy Zhadan, and the film *Repentance*. No prerequisites. All course materials will be provided in English translation or with English subtitles.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

### **AS.300.409. Modernist Animacies and the Politics of Wonder. 3 Credits.**

From dancing skeletons and Mickey Mouse to nuclear-powered robots and Fritz the Cat, modernist visual culture is replete with iconic images of animated existence. This course surveys these diverse forms of "animatedness" emerging within the interconnected histories of special effects film and animated media, focusing on their entanglement with broader modernist practices, movements, and styles between the 1920s and the 1970s. Students will explore the shared origins of animation and special effects in the frame-by-frame manipulations of early trick film, the hopes and fears attached to machine aesthetics in German expressionism, French surrealism, and Soviet avant-garde cinema of the 1920s, and the ambivalent agency expressed by animated bodies in American and Japanese cartoons of the 1920s-40s. They will then assess the continuities and ruptures in the aesthetic and political commitments of interwar and postwar modernisms through case studies from North American, Central and Eastern European, and Japanese animation. By engaging with the diverse forms of "animatedness" and animated media presented in this course, students will develop critical theoretical, historical, and comparative frameworks for navigating the complex entanglements of organic life, emotional states, and machine technologies that increasingly define contemporary existence.

**Prerequisite(s):** Students may not have taken the AS.300.321 version of this course.

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)



### Critical Study of Racism, Immigration, & Colonialism

#### AS.305.135. The Future of Work: AI, Labor, and Migration. 3 Credits.

How is the so-called “AI Revolution” altering the landscape of work? This course takes up this question through the lens of underemployment, migratory labor, and diasporic communities. We will read a variety of key works on migration and imagined communities, precarity and alienation, labor, automation, and empire—as well as texts produced in the margins of globalization. In conversation with these texts, we will investigate the dynamics of diasporic communities, migration, and solidarity vis-a-vis the future of work in a global society increasingly automated by AI models such as DeepSeek, ChatGPT, and Qwen 2.5, and the entities that own them. Through a variety of writing assignments and presentations, students engage issues such as race, class, gender, the border, citizenship, and community as they exist for diasporic and migratory workers. This course explores themes relevant to students of Critical Diaspora Studies, as well as the history of science and technology, political science and political economy, international studies, literature, film, and sociology. Readings may include works by Ruha Benjamin, Audre Lorde, Harry Braverman, Benedict Anderson, David Harvey, Edward Said, Mary L. Gray, Octavia Butler, and Ngugi wa Thiong'o. AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

### East Asian Studies

#### AS.310.207. Cities and Urban Life in Chinese Film. 3 Credits.

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.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

#### AS.310.210. Documentary Photography in a Changing China. 3 Credits.

This course aims to inspire students to explore the impacts, meanings, and explanations of social transformation in contemporary China, via the lens of documentary photography. The photographic images of selective topics will include the products of photojournalism and documentary photography, and several documentary films, by both Chinese and non-Chinese photographers. While one picture is worth thousand words, one picture may also provoke countless interpretations. Students are strongly encouraged to read broadly about different aspects of social transformations in contemporary China, and to select and curate their own subjects of photo images. The spirit of comparative study of documentary photography of China and other parts of world will be strongly encouraged. Active class participation is imperative. A small exhibition on the campus will be organized by the Spring semester. The course is designed for upper division undergraduates. Cross-listed with Sociology and International Studies (CP).

Distribution Area: Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

#### AS.310.303. Women and Writing in Modern China. 3 Credits.

China's turbulent 20th century was marked by social and political upheavals, wars, and economic hardship. Women writers played an important role in documenting these events. How did women experience and understand their historical context? How were their experiences and interpretations different from (or similar to) those of their male counterparts? This course will search modern China's mind through women's writings. Students will read works by women writers of the “long 20th century” (roughly 1890s-2020s) including, but not limited to, Ding Ling, Xiao Hong, Zhang Ailing, and Zhang Jie. We will engage in close readings of their literary works in context of their life experiences, considering key themes such as women's identity and agency, nationalism, revolution, and social reform as well as new and changing gender norms. Basic knowledge of modern Chinese history helpful but not required.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

#### AS.310.326. Labor Politics in China. 3 Credits.

This course explores the transformation of labor relations in China over the past century. It will cover the origins of the labor movement, the changes brought about by the 1949 Revolution, the industrial battles of the Cultural Revolution, the traumatic restructuring of state-owned enterprises over the past two decades, the rise of private enterprise and export-oriented industry, the conditions faced by migrant workers today, and recent developments in industrial relations and labor conflict. The course is designed for upper division undergraduates and graduate students. Cross-listed with Sociology and International Studies (CP).

Distribution Area: Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.310.327. Women in China from Antiquity to MeToo. 3 Credits.**

This interdisciplinary survey course considers questions related to women and gender in Chinese society. Taking a long historical view, the course examines ideologies, social institutions, and literary representations of women and gender in traditional society and their modern transformation. Specific topics to be explored include the concept of Yin and Yang, Confucian gender ideology and the family, sex and sexuality, marriage and concubinage, footbinding, and calls for women's liberation in the context of twentieth-century Chinese revolutions. The course will end with an examination of the relationship between social media and gender politics as seen through the Chinese MeToo movement. Students will have the opportunity to work with a variety of primary sources including historical, literary, and visual materials.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.310.329. Women, Patriarchy, and Feminism in China, South Korea, and Japan. 3 Credits.**

We will try to get a quick overview of the recent history of patriarchy in China, South Korea, and Japan from the mid-twentieth century to our present and then compare the initiatives of feminists to transform the lives of women throughout these three societies. We will also debate whether or how it makes sense to adapt the Western notions of patriarchy and sexism as well as the Western political program of feminism to the non-Western context of East Asia by reading books by historians, anthropologists, and sociologists.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.310.331. Islam in Asia. 3 Credits.**

You will learn about the efforts of ordinary, non-elite Muslims to shape the relation between their communities and the state as well as to (where applicable) the non-Muslim majority through collective organizing over the last forty years. We will read and discuss books by anthropologists, historians, and sociologists studying Iran, Afghanistan, Pakistan, India, Bangladesh, China, Malaysia, and Indonesia.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**English****AS.060.608. The Humanities in Ruins. 3 Credits.**

This graduate seminar will examine the long history, dating back to the eighteenth century, of reflection on the nature of the modern university and the place of the humanities within it. With a focus on the much-discussed "crisis" of the contemporary humanities, it will examine the emergence and evolution of the humanistic disciplines. Have the humanities in the academy always been in crisis? What could this possibly mean and what does it imply about how we practice the humanities today?

Distribution Area: Humanities

Writing Intensive

**AS.060.632. Conjugality and Early Modern Imaginaries. 3 Credits.**

This course considers the 'conjugal imaginary' in early modern European religious, scientific, economic, and political thought. Readings in early modern literature (More, Erasmus, Shakespeare, Milton, Cavendish, Behn, Locke, Astell) as well as theorists of family, feminism, and sexuality (Engels, Foucault, Cooper, Butler, Lowe, Kottman, Federici, Wynter). Topics include: the 'sexual contract' and patriarchalism; the 'private' as opposed to the 'public' sphere; the disciplining of the body; the establishment of racialized and gendered categories of humans; the definition of labor as production or reproduction; coercion and consent; the new anthropological logics regarding the global (in cross-confessional intimacies or with partners outside Europe); and the new sciences of population and economies of resource management that shaped the emergent colonial logics. We will ask how early modern sexual regimes of consigning the family and sexuality to the intimate and economic spheres shape the meaning of politics in the period 1500-1700.

Distribution Area: Humanities

Writing Intensive

**AS.060.697. Enchantment and Inquiry. 3 Credits.**

This course explores texts from the 19th and 20th centuries that query the distinction between magical, occult, and supernatural discourses and scientific and rational inquiry. Modernism has often been seen to usher in a new and thoroughly disenchanted literature. But this view overlooks texts from across the wider period that challenge the boundaries between 'official' and 'heterodox' knowledges. Ranging across genres including experimental literatures, life writing, ghost stories and folk tales this course explores how and why writers such as H.G. Wells, Vernon Lee, Zora Neale Hurston, H.D., Shirley Jackson, R.K. Narayan, and J.M. Coetzee imagine the re-enchantment of the world.

Distribution Area: Humanities

Writing Intensive

**Film and Media Studies****AS.061.396. Modern Paris on Film. 3 Credits.**

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. \$50 lab fee.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

## First Year Seminars

### AS.001.101. FYS: The Hospital. 3 Credits.

Hospitals: Virtually all of us were born in one, most of us will eventually die in one, and in between all of us will spend at least some time in one. Lots of you likely aspire to spend your careers in one. Along the way we, or some third-party payer, will spend a considerable amount of our health care benefits there. Our focus will be on the history of the hospital from its origins in early modern Europe and the Islamic world, through the early modern period, to the rise of the modern urban mega hospital. The Johns Hopkins Hospital has been ranked as one of the nation's best by US News and World Report since its annual survey began, and spent nineteen straight years at number one. So we will devote some time to its history, and the history of its affiliated programs—The School of Medicine, The Bloomberg School of Public Health, and the School of Nursing. For your major project, you will serve as advisors to the university's Planning and Architecture committee. Drawing on your extensive knowledge of the history hospitals and medicine, you will re-envision the medical campus of the 21st century

### AS.001.102. FYS: Japanese Robots. 3 Credits.

Japan is a world leader in biomimetic robotics. Japanese society enthusiastically embraces robotic nurses, robotic guides, robotic waiters, robotic pets, and even robotic girlfriends. What are the origins of the Japanese love of robots? What role did robotics engineers play in creating the image of loveable robots? What societal fears do Japanese robots assuage and what hopes do they foster? In the course of the semester, students will learn about the evolution of Japanese robotics, and explore the implications of this evolution to humans' relationship with robots. While learning about Japanese robots, students will acquire skills necessary for college-level education, including how to write an email to a professor, how to organize and manage digital tools, how to navigate the information resources, and how to develop, complete, and present research projects. This course will equip students with skills essential to their success in college and beyond.

Distribution Area: Humanities, Social and Behavioral Sciences

### AS.001.103. FYS: When Worlds Collide - Science Goes Global. 3 Credits.

In this First-Year Seminar, we will explore instances of contact between different world cultures and pre-modern and modern science (16th-20th c.). The premise of the course is the understanding that in addition to the cultural, religious and political negotiations that took place during cross-cultural encounters, science also underwent a similar process. We understand science expansively, as the study of nature and the production of knowledge about it embedded in a particular cultural context. The historical episodes we will discuss are selections of instances where agents of the West—missionaries, explorers, businessmen, colonists, scientists—established prolonged contact with non-western cultures and engaged in conversations about their worldviews. Some cases considered include Jesuits in the Chinese imperial court, Spanish missionaries among the Maya, and English explorers in the Pacific islands.

Distribution Area: Humanities, Natural Sciences

### AS.001.120. FYS: U.S. History of the Present. 3 Credits.

Which ideas, movements, problems, and conflicts define the contemporary United States—and where did they come from? In this First-Year Seminar, we'll study the history of this country since the turn of the 21st century to try to answer those questions. Using a range of texts and visual media, we'll investigate the history behind concepts like "the War on Terror," "the free market," "identity politics," "culture wars," and "populism," and discuss the causes and consequences of the debates they provoked in this period. We'll also assess what's appealing and challenging about studying the very recent past and using it to interpret our present.

Distribution Area: Humanities

### AS.001.145. FYS: The Haitian Revolution. 3 Credits.

Long overshadowed by the American and French Revolutions, the Haitian Revolution (1791-1804) is now widely recognized as one of the most important events in modern history. The most radical of the Atlantic Revolutions, it began with a massive uprising of the enslaved against the institution of slavery and culminated in the independence of the nation of Haiti. This First-Year Seminar will examine the origins, course, and legacy of the Revolution, addressing such issues as colonialism, racism, slavery, emancipation, human rights, and national sovereignty – issues that continue to shape the contemporary world.

Distribution Area: Humanities

### AS.001.157. FYS: Leonardo da Vinci - Art, Science, and Medicine. 3 Credits.

How does a notary's son trained as a painter gain 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? How did an artist/engineer who brought few projects to completion come to have such a huge impact on later generations? This First-Year Seminar will focus critically on the myth of Leonardo's singularity while showing his achievements to be characteristic of the artisanal culture of his time.

Distribution Area: Humanities

### AS.001.159. FYS: Apartheid as Analogy - Structures of Racial Hierarchy in South Africa, Baltimore, and Beyond. 3 Credits.

Sites of racial conflict, from Palestine to Baltimore, have been compared to South African Apartheid. This First-Year Seminar examines the creation of a totalizing system of racial segregation and exploitation in twentieth century South Africa, and how it can help us understand histories of race elsewhere in the world, including our own city.

Distribution Area: Humanities

### AS.001.161. FYS: Books, Authenticity, and Truth. 3 Credits.

We are living through a crisis in how we take in information. Bombarded by information of all sorts coming at us on phones, tablets, and computer screens, it can be difficult to make sense of it all and harder still to determine whether something is true or false, authentic or inauthentic. The scale and speed of the change in media that we are undergoing is unprecedented in human history. Nevertheless, people in the past have faced moments of crisis – moments when writing seemed unreliable, when the format of written information changed, and when new publication formats forced reevaluations of the nature of truth. This First-Year Seminar will take us from Greco-Roman antiquity to the modern age, with stops along the way in the European Middle Ages, Renaissance, and Enlightenment. We will read selected texts that illuminate the place of writing, books, and the search for truth, think about the structure of libraries in the western Middle Ages and Renaissance, do extensive hands-on work with rare books, and visit other repositories of information, all toward the end of evaluating how the history of books and information can help us in our current quest to make sense of our world.

Distribution Area: Humanities

**AS.001.163. FYS: Black Baltimore Archives - From Frederick Douglass to Billie Holiday. 3 Credits.**

This First-Year Seminar carefully considers the lives and works of two globally famous Black Baltimoreans: the abolitionist and statesman Frederick Douglass (1818-1895), and the premier jazz vocalist Billie Holiday (1915-1959). While we will explore key writings and performances of their work, the course also wants to use their historical lives in Baltimore to enrich our knowledge of the city and archival resources that reveal its past. During the semester we will consult a variety of primary resources like newspapers, novels, photographs, rare documents, correspondence, and recorded sound to investigate the complex and intraracial world of Baltimore in the 19th and early 20th centuries. Among the questions we will be considering: How did the city's black abolitionist and religious networks contribute to Frederick Douglass's evolution as a journalist and politician? What was the role of Chesapeake Bay black musical culture—ragtime, marching bands, banjo and fiddle ditties, and riverboat music—in the creation of Billie Holiday's unique stylistic expression and singing? In what manner did Baltimore's racial segregation and racism define her life and art? Students are required to visit three archival repositories during scheduled in-class trips, including a visit to the Library of Congress in Washington, DC. The final project is an archive-laden digital story map.

Distribution Area: Humanities

**AS.001.166. FYS: The Pleasures of the Imagination - British culture in the eighteenth century. 3 Credits.**

Music, Art, Theater, Novels, Autobiographies, and Material Culture all expanded dramatically in Britain in the long eighteenth century (c. 1714-1830), creating a culture celebrating 'happiness', 'beauty', and the 'pleasures of the imagination'. This First-Year Seminar will introduce students to themselves experiencing and discussing these exciting cultural forms, with students attending and watching plays and movies from plays, discussing Jane Austen novels as read and as filmed, reading and discussing an Afro-British autobiography, listening to performances of different kinds of music, and discussing works of art and architecture both in the classroom and in the museum.

Distribution Area: Humanities

**AS.001.169. FYS: Inventing a City - Exploring Baltimore Through Maps and Mapping. 3 Credits.**

Using maps from the 17th century to the present, students in this First-Year Seminar will explore the historical and contemporary landscape of their new hometown – Baltimore. These primary sources will show how Baltimore was invented and developed in popular imagination to become the most vital port on the US Eastern Seaboard, but also a symbol American post-industrial decline. Students will have the chance to map how they see Baltimore, by learning and applying Geographic Information Systems (GIS) and converting geospatial data into visual stories. With the goal of fostering a deeper understanding of this complex city, and a student's place in it, the class will include explorations outside of the classroom. The course will culminate with the creation of a small exhibit whose content and venue will be decided upon mutually by students during the course of the semester.

Distribution Area: Humanities

**AS.001.174. FYS: Women and Family in Chinese Film. 3 Credits.**

From the early 20th century, Chinese society underwent a turbulent process of modern transformation. Industrialization, urbanization, and democratization challenged previous gender and family norms. Meanwhile, at exactly this time, the Chinese film industry flourished, especially in the modern metropolis of Shanghai. Women and family provided a useful microcosm through which to explore national questions related to revolution, war, and modernity. They also entertained a public eager for new leisure pursuits. Popular feature films not only recorded but also interpreted and helped shape family and gender roles. Using filmic representations as the main material this First-Year Seminar will survey the "family question" (and "the woman question") in 20th century China

**AS.001.198. FYS: Secret Science. 3 Credits.**

In this course, we will examine the concealment of scientific knowledge from the Scientific Revolution to present day. Although science is regularly described as a public good, it has often been a private affair. Why have various scientists, institutions, governments, and media outlets chosen to restrict the flow of scientific knowledge? How have their efforts fared in practice, and what factors explain their successes or failures? More generally, how does our picture of modern science change if we highlight work done behind closed doors? This First-Year Seminar will explore these questions through case studies on alchemy, trade secrecy, nuclear physics, and climate change denial. Students will work with formerly classified sources during several weeks of the term.

Distribution Area: Humanities

**AS.001.199. FYS: Technology and Globalization. 3 Credits.**

In times of pandemic, trade war, and restrictions on the export of strategic technologies, it has become common to predict the 'death of globalization.' Such predictions are hardly new, however, and neither are the protectionist technology policies that are currently in vogue. In this First-Year Seminar, we will examine how technology historically has both helped connect people in different parts of the world and contributed to division and inequality at national and global levels. Focusing on the period from the mid-nineteenth century to the present, we will pay special attention to the impact of transportation and ICT technologies ranging from the telegraph and container ship to the airplane and the internet. But we will also consider the consequences of globalization and technological change in areas such as mining and agriculture, taking into account the perspectives of a variety of actors including multinational enterprises, governments, standard-setting scientists and engineers, and the anti-globalization movement. The local effects of globalization will be discussed on a class trip to the Baltimore Museum of Industry, and students will have the opportunity to develop a research project on a topic of special interest to them in consultation with the instructor. Course readings will be made available on Canvas; they include both original historical sources and studies by historians and social scientists.

Distribution Area: Humanities, Social and Behavioral Sciences



**AS.001.215. FYS: Mosques, Museums, and the Mind's Eye: Discovering Islamic Art in Person. 3 Credits.**

Despite its association with distant regions and time periods, Islamic art has a flourishing presence in today's America, represented by rich museum collections, modern buildings designed in historical styles, and vibrant scholarly networks. This seminar explores how we, from the vantage point of twenty-first-century Baltimore, might experience works of Islamic art in ways that are informed by their own cultural contexts while also acknowledging the challenges involved in bridging this gap. We will spend much of the course engaging with objects and architecture in person, with visits planned to the recently reinstalled Islamic galleries at the Walters Art Museum in Baltimore, the Islamic Center of Washington, DC, and the Metropolitan Museum of Art in New York. You will be invited to handle artifacts in person and to try your hand at calligraphy, one of the most distinctive and esteemed Islamic artforms. In the classroom setting, we will read and discuss translations of primary sources written by historical practitioners and consumers of Islamic art, along with examples of modern scholarship that seek to understand the Islamic tradition from a variety of perspectives. As well as learning about such perspectives, you will be encouraged to develop and share—in presentations and written assignments—your own ideas about Islamic art, building on the close, firsthand encounters that run throughout the seminar.

Distribution Area: Humanities

**AS.001.232. FYS: German Thought, German Theater: Reason, Capital, Sex and Science. 3 Credits.**

Over the past 250 years, Germany has produced some of the most influential currents of theory as well as drama. In this course, we will read and view plays and films that address developments in German thought and society from the Enlightenment to the present. We will ask: How effective are performances at transmitting ideas and values? How do they balance emotional involvement with intellectual understanding? These issues will be examined with respect to four themes: reason and enlightenment; capitalism; sexualities; and moral dilemmas raised by scientific discoveries.

**AS.001.240. FYS: Death in the Renaissance. 3 Credits.**

During the Renaissance, Christians frequently depicted the Four Horsemen of the Apocalypse, the personifications of disease, famine, war, and conquest. Nearly half of all children died before the age of five and ten percent of women died of childbirth or of pregnancy related complications. Wars consumed the continent during the bloody sixteenth century, thanks to advances in military technology and religious violence. With no knowledge of the cause of disease and absent antibiotics, disease was as terrifying as mass murder. In this class, we explore death, dying, health, and hope in early modern Europe. How did death and the fear of death shape society? How did it affect politics and economics, gender and family? At the center of death – and life – was religion; in this chaotic world, disease was a punishment and God the only cure; as a result, we will explore how religion was the other side of the coin of death and disease. We will learn how to read primary sources of Renaissance people grappling with their mortality and examine Renaissance art. In the process, we will investigate one of the biggest questions human beings confront: What is the meaning of life in the face of death?

**AS.001.247. FYS: African Cities: Past and Present. 3 Credits.**

What are the implications of Africa's urban revolution? In the last century, Africa's cities have boomed at a dizzying pace, witnessing the most rapid urbanization in human history. This trend is unstoppable; yet it comes with opportunities and challenges. This first-year seminar invites students to explore Africa's cities, their evolution from precolonial times to the digital age, their quest for modernity, and the unique repertoires of urban life they have registered thanks to the creativity of their overwhelming young denizens.

**AS.001.255. FYS: Lab Animals. 3 Credits.**

This First-Year Seminar explores the scientific-technological, philosophical, social, and ethical dimensions of using animals for scientific research from the early nineteenth century to present. Why did scientists use animals and how did they choose "the right animal for the job"? How did philosophers define a "model organism"? What were the political economies formed within research communities sharing research animals? How did financial and material infrastructure take shape for large-scale, long-term maintenance of genetically standardized mice or zebrafish? How did the interpretations of animals reflect the social imaginaries of researchers and our society? And how did animals "speak" back? These are questions we are going to examine through reading scholarly publications, watching documentaries, visiting laboratories, and doing mini research projects together.

**AS.001.256. FYS: Monuments and Memory in Asian History. 3 Credits.**

Sites like the Forbidden City, the Great Wall of China, the Taj Mahal, and Angkor Wat conjure images that often have more to do with fantasy than fact. Modern monuments like Yasukuni Shrine and the Vietnam Veterans Memorial similarly evoke history, memory, and myth. Why (and how) were these monuments built? How have their meanings changed over time and why? What forces have transformed them into symbols of national identity and cultural otherness? This First-Year Seminar will explore the ritual, political, historical, and religious significance of monumental sites in Asia. We will also examine their more recent role as sites for political mobilization, as signifiers of cultural and national identities, and as commodities in global and local tourism.

**AS.001.259. FYS: Global Nude: The Art of the Human Body in the World. 3 Credits.**

Ever wonder: we are all born nude, but most of us wear clothes, at least when facing the public in our adult life. We are told nude is not the same as just "naked": it is an art form. However, in grand museums, we see plenty of representation of nudes in, let's say, the European wings. But if we turn the corner to other galleries dedicated to other traditions of art, we might see none. We gaze at a marble statue of a classical nude there, and when we go watch a film with nude scenes in a cinema with friends and strangers, we respond very differently in these two spaces. We quickly ask ourselves, is this pornographic? Is this art? Am I cool? Do I look prudish? In this First-Year Seminar, we will go to museums, watch movies, and take a global, historical, and multimedia perspective to approach nude as art in the world. How is nude defined? What are the philosophical and scientific ideas that find nude as an ideal vehicle? What are the historical and cultural particularities of classical nude that have been taken for centuries as universal? How do other art traditions approach the representation of an unclothed nude body? How are nudes gendered, sexualized, classed, and racialized? How do modern media transform nude? These are among the questions that this class explores. The Truth is naked, as the saying goes. Nude is therefore a mirror reflecting both the foundations and aspirations of humanity.

**AS.001.260. FYS: Whatever Happened to the Space Age? A Global History from Sputnik to SpaceX. 3 Credits.**

Remember the moon landing? Of course you don't, but no one who watched it on television would have guessed that the last moon walk would be in 1972. Now some of us are ready to 'Occupy Mars'. This First-Year Seminar will explore the Space Age from the launch of the Soviet Sputnik in 1957 to the International Space Station, including military and civilian programs, unmanned and manned missions, and new competitors in our current space race, such as China, India, and the European Space Agency. We will read contemporary and historical accounts (October Sky and The Right Stuff) and screen some classic space age feature films and documentaries. We will pay particular attention to Johns Hopkins University's contributions, notably the Hubble and Webb Space Telescopes and the Applied Physics Laboratory's satellite program. We'll talk with experts at the Space Telescope Science Institute and APL, and tour the National Air and Space Museum collections with the curator of manned spaceflight. In groups, students will prepare future space mission proposals for NASA and SpaceX, and present them to a distinguished panel of Hopkins space scientists and engineers.

**AS.001.273. FYS: The Long Civil Rights Movement in 20th-Century America. 3 Credits.**

This seminar traces the development of the Civil Rights Movement in the United States over the course of the 20th Century. By exploring some of the major sites of conflict, activism, protest, opposition, and resistance in modern African American History, we will begin to complicate traditional understandings of Black freedom struggles in the United States. Why and how did African Americans mobilize and organize for their rights? How did they imagine citizenship, Black freedom, and equality within the United States? How did these events impact public life and public policy? What are the legacies of the movement? Students will analyze a broad range of primary and secondary source materials, including the writings of W.E.B. DuBois, Booker T. Washington, Fannie Lou Hamer, Malcolm X, Martin Luther King, Jr., and more. Additionally, students will watch a series of civil rights films related to the broad themes of the course and will visit local museums and archives as part of a larger experiential component, to better understand the significance of the modern Civil Rights Movement on contemporary American society and culture.

**AS.001.276. FYS: Friends or Foes? US-European Relations since 1979. 3 Credits.**

This First-year Seminar offers students the opportunity to better understand current debates through the lens of key documents and controversies that illustrate shared interests and disagreements between the US and Europe since the pivotal year 1979. Topics include but are not limited to: NATO, arms limitations and reduction, the Polish Crisis, Chernobyl, Gorbachev, German unification, collapse of the Soviet Union, 9/11 and the GWOT, the financial crisis of 2008-2012, Ukraine, the EU, the rise of China and climate change. The seminar includes a visit to the Delegation of the European Union in DC and other conversations with experts.

**History****AS.100.144. Shopaholics: Consumer Revolution and the Material World, 1600-1850. 3 Credits.**

We live in a world of global consumption. This course introduces students to the birth of global consumer culture in the period from the 1600s through to the American, French and Haitian revolutions. These revolutions were themselves sold to consumers through "revolutionary things", and this period witnessed the first major consumer boycotts against slave-produced goods. Students will examine the histories of many key commodities involved in the "consumer revolution", including fashion items such as shoes, wigs, clothing and accessories. A significant portion of the course will examine addictive stimulants like sugar, coffee, tea and tobacco, globalized and imperial goods which became common for the first time in this period. We shall see how production of these goods involved new forms of racialized exploitation; simultaneously, we shall explore the diversity of people involved in the consumer revolution, studying the consumption of important new goods by people living in Europe, the Americas, Africa and Asia. By the end of the class, students will understand how the emergence of mass consumption affected the global politics of race, gender and class, with especially important consequences for women and non-elite men. Students will examine objects lauded for their politeness, decorative appeal, and cultural importance such as porcelain tea sets, snuffboxes, and fans. Students will choose their own objects for a student presentation and research project.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.100.601. Decolonizing The Museum: Case Studies. 3 Credits.**

How do museums represent the world? The course will focus on the colonial legacy of museums and complicate discourses of decolonization by looking at a range of case studies. We will study the world's fairs, artworks, artifacts, collections, curatorial practices, exhibition histories, repatriation requests, and exhibitionary modes of display, in order to analyze their relationship to histories of decolonization, temporality, translation, untranslatability, spectatorship, provenance, and the life of objects.

Distribution Area: Humanities, Social and Behavioral Sciences

**History of Art****AS.010.212. Mirror Mirror: Reflections in Art from Van Eyck to Velázquez. 3 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.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.010.235. Art, Medicine, and the Body: Middle Ages to Modernity. 3 Credits.**

This course explores seven centuries of fruitful collaboration between physicians and artists, uncovering the shared discourses and therapeutic agendas that united the art of picture-making with the art of healing. Topics include understandings of the gendered body in ancient natural philosophy and Christian theology; astrological medicine; physiognomics and the visual diagnosis of mental and physical disease; medieval medical diagrams; the anatomical investigations of Leonardo da Vinci and Michelangelo; depictions of pain and suffering in the art of Matthias Grünewald, melancholy in the prints of Albrecht Dürer, and the cross-cultural history of the therapeutic artefact; the spectacularization of the body in Enlightenment science, and the ethics of medical specimen display today – all bringing into view the dynamic intersections of the history of medicine and the history of art.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.010.245. Netherlandish Painting in the Fifteenth Century: Broederlam to Bosch. 3 Credits.**

This course explores the achievements and impact of the major painters working in the Burgundian Netherlands, especially the cities of Flanders, during the fifteenth century: Melchior Broederlam, Jan van Eyck, Rogier van der Weyden; the Master of Flémalle, Hans Memling, Hugo van der Goes, Hieronymus Bosch, and others.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.010.291. The Art of Ancient Greek Medicine. 3 Credits.**

This course analyzes the role of artists and the visual arts in shaping ancient Greek medicine and the afterlife of these ideas. Grounded in the visual arts, we will explore class, gender, race, ethnicity, disability, and sexuality as they intersect with developments in ancient medicine and later interpretations of this history. Includes excursions to local museums.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.010.329. Building an Empire: Architecture of the Ottoman Capitals, c. 1300–1600. 3 Credits.**

Centered on modern-day Turkey and encompassing vast territories in Asia, Africa, and Europe, the Ottoman Empire (1299 – 1923) was the longest lived and among the most powerful Islamic states in history, with an artistic tradition to match. This course explores the functional and symbolic role that architecture played during the empire's formative centuries, when three successive capital – Bursa, Edirne, and Istanbul – served to visualize the sultans' growing claims to universal authority. With reference to mosques, palaces, tombs, and other categories of architecture, the course will examine the buildings in their artistic, social, and political contexts. Themes to be addressed include patronage and audience, architectural practice and the building trade, ceremonial and ritual, topography and urban planning, and the relationship of Ottoman architecture to other traditions.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.010.330. Art of the Caliphates: Visual Culture and Competition in the Medieval Islamic World. 3 Credits.**

Despite its modern-day association with a fringe extremist movement, the term “caliphate” was traditionally used to describe the Muslim world at large, the political and spiritual ruler of which bore the title of caliph. The original Islamic caliphate was established in the seventh century as a vast empire centered on the Middle East and extending deep into Africa, Asia, and Europe. It soon broke apart into a series of competing powers, until in the tenth century, three rival dynasties—the Baghdad-based Abbasids, the Spanish Umayyads, and the Fatimids of North Africa—each claimed to be the rightful caliphate. This course will examine how these fascinating political developments and conflicts played out in the realm of art and architecture between the seventh and thirteenth centuries.

As well as palaces, mosques, and commemorative buildings, the course will look at media ranging from ceramics and metalwork to textiles and illustrated manuscripts, with many of the artifacts being viewed firsthand in local museum collections. These works will be considered in relation to such themes as patronage, audience, ceremony, and meaning. Particular attention will be paid to how the various caliphates—both in emulation of and competition with one another—used visual culture as a powerful tool to assert their legitimacy.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.010.336. Männer und Meister: Artistry and Masculinity in Sixteenth-Century Germany. 3 Credits.**

Since the publication of Giorgio Vasari's *Lives* (1550), in which the history of art was first conceived as the successive accomplishment of a select group of great men, the discipline of Art History has had a gender problem. Today, feminist scholars continue to grapple with this troubled legacy, working to redress the masculinist biases inherent in disciplinary methods and assumptions while at the same time fighting to recover the value of traditionally overlooked subjects and genres. In the early 1990s, the history of masculinity emerged as an adjunct to traditional feminist history. Aimed at addressing misconceptions about the nature and naturalness of male identity, this subfield has helped open masculinity to critical reevaluation. Drawing on the contributions of contemporary feminist scholarship as well as those of the history of masculinity, this course explores the ways in which a reconsideration of the nature of male identity in the historical past might help us rethink key art historical issues, for example, paradigmatic notions of the Renaissance artist, the nature of copying and competition, and the concepts of creativity, invention, and genius. The course will focus on developments in the German speaking world in the late fifteenth and sixteenth-centuries; as numerous historians have noted, the German speaking lands underwent a crisis of masculinity during this period, in part precipitated by the events of the Protestant Reformation. At the same time, the region witnessed profound changes in the status of the arts and of the artist. In this course, we will explore the ways in which these phenomena were related, and how they contributed to culturally specific notions of the relationship between masculinity and artistry. We will also consider the ways in which a close examination of masculinity in the German Renaissance opens up new avenues of art historical and cultural historical investigation with relevance beyond the period itself.

Distribution Area: Humanities

**AS.010.338. Art and the Harem: Women's Spaces, Patronage, and (Self-)Representation in Islamic Empires. 3 Credits.**

Long characterized in the Western imagination as exotic realms of fantasy, harems in Islamic tradition served as private domestic quarters for the women of elite households. This course explores the harem—as an institution, a physical space, and a community of women—from various art-historical perspectives, considering such topics as the harem's architecture, the agency of its inhabitants as patrons and collectors, the mediating role of eunuchs in the harem's visual and material culture, and the ability of harem women to make their mark through public artistic commissions. Our case studies will address a range of Islamic geographical and chronological contexts, though we will focus on the empires of the early modern period and, above all, the famous harem of the Ottoman sultans at the Topkapi Palace in Istanbul. In challenging popular misconceptions, the course will also look at the wealth of exoticizing imagery that the harem inspired in Western art, which we will consider through Orientalist paintings at the Walters Art Museum and illustrated rare books at Hopkins itself.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.010.339. Sex, Death, and Gender: The Body in Premodern Art, Medicine, and Culture, c. 1300-1600. 3 Credits.**

To what extent was the body and its depiction a site of contestation, identification, or desire in the Middle Ages and Renaissance? If the body in the West since the 1800s is seen to have been shaped by the rise of photography and film, the institutionalization of biomedicine, and the establishment of techniques of surveyance and mechanization, then how was the body represented, disciplined, and experienced in the preceding centuries? In an age of unprecedented encounter with non-European bodies, what did it mean to describe and categorize bodies by race, region, or religion? These are some of the major questions this class seeks to answer, which is fundamentally interdisciplinary as it draws upon insights and methods from anthropology and the history of medicine and history of science to investigate how the body has been represented and imagined in the visual arts. The bodies of the suffering Christ, the female mystic, the dissected cadaver, the punished criminal, and the non-European 'Other' will loom large as we work to problematize notions of a normative body, whether in the premodern world or in the contemporary one. While most readings and lectures will concern the body and its representation in the Christian West during the later Middle Ages and Renaissance, students are encouraged to work on a topic of their choosing from any geographical area 1000-1800 CE for their research papers.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1)

Writing Intensive

**AS.010.358. The Art of Celebration in Early Modern Northern Europe. 3 Credits.**

The lavish feasts and dynamic jousts associated with medieval and Renaissance celebrations have long been subjects of fascination in popular culture and will be familiar to anyone who has watched *House of the Dragon* or attended a modern "Renaissance" fair. But what did these celebrations mean in their original context? This course aims to take "play" seriously by examining the wide-ranging material culture of courtly and civic festivities in Germany and the Netherlands from 1400 to 1600. The art created for festive events ranges from panel paintings and tapestries to table fountains and drinking vessels made of expensive and "exotic" materials. Artists were also responsible for the design and construction of ephemeral architecture for triumphal entries as well as the festival books that commemorated them. But these works did more than just facilitate fun; they were tools of communication that made arguments about issues such as social class, identity, and power. They also engaged with the geopolitical and intellectual developments of the period. There are drinking vessels, for instance, made of nautilus shells, Seychelles nuts, or bezoars, whose materials and construction offer insight into global exploration and European colonialism as well as medicinal practices. Automata, machines akin to premodern "robots," frequently provided entertainment for guests at aristocratic banquets by showing off the latest technological developments. While the study of any historical event faces the daunting task of recuperating what has been lost to time, this rings especially true for the study of festivities. In this course, we turn to these celebrations' artistic and material traces to illuminate the past. As object-based learning is an important component of this course, we will visit several local collections including the Walters Art Museum, the Baltimore Museum of Art, the National Gallery in Washington, and Johns Hopkins' Special Collections.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)



**AS.010.359. The Symbolic Mosque: A Political History of Islamic Architecture. 3 Credits.**

From the 2008 Swiss referendum banning minarets and the opposition of the 2010 proposed construction of a mosque near the site of the September 11 attacks in New York City to the more recent reconversion of the Hagia Sophia in 2020, the mosque in modern times has incited significant controversy and sentiments of hostility among various political and religious groups. The mosque as a political battleground, however, has a much longer history, and the coopting of religious buildings and architectural elements as visual symbols deserves a more comprehensive historical analysis. With a focus on the Ottoman context, this seminar will explore the political dimensions of mosque architecture since the fifteenth century and will examine its transformations both visually and symbolically across spatiotemporal contexts. The historical investigation into the symbolic significance of the mosque and Islamic architecture in the first half of this course will lead to a broader discussion in the second half about the role of architectures of nationalism in politics and diplomacy starting from the nineteenth century until today. By focusing on the mosque itself as a symbol, this course aims to spark dialogue and reflection on the role of religious monuments in contemporary political encounters across different geographic contexts. This course encourages a multi- and inter-disciplinary approach to Islamic art and architecture by incorporating readings and topics from a variety of fields, such as cultural theory, political history, anthropology, and heritage studies. Case studies covered by this course include the Persianate and Byzantine influences in early Ottoman mosques, the establishment and continuation of the classical Ottoman architectural style of the sixteenth century, neo-Mamluk mosques in Egypt and the creation of architectural identities in Ottoman Arab lands, architectural afterlives of Ottoman heritage in modern Greece, and the use of neo-Ottoman architecture by the Turkish Justice and Development Party (AKP) today.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.010.369. The American Art Museum: Origins, Mission, and Civic Purpose. 3 Credits.**

This course will explore the American art museum as a distinctive cultural and political idea. Tracing its origins to the ancient world, the American art museum was descended more immediately from institutions created during the European Enlightenment, but differing with regard to overall mission and civic purpose. This course will explore the various roles played by museums in American society, focusing on programmatic content, organizational design, funding and operating practices, and the particular issues that have arisen in recent years in the areas of cultural property restitution, collection development, special exhibitions, governance and funding, and the larger question of civic purpose.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.010.407. Ancient Americas Metallurgy. 3 Credits.**

This course addresses the technology, iconography and social significance of metals and draws on case studies from the Americas. Collections study in museums.

Distribution Area: Humanities

AS Foundational Abilities: Science and Data (FA2), Culture and Aesthetics (FA3)

**AS.010.421. An Empire's Diversity: Ottoman Art and Architecture beyond the Imperial Court. 3 Credits.**

The established historiography of Ottoman architecture is dominated by the patronage of the sultans and their elites, particularly as it shaped the empire's third and final capital, Istanbul. While this focus on the "center" and its leadership reflects the Ottoman state's own hierarchical structure, it also obscures the larger network of places and people that enabled the imperial system to develop and acquire meaning in the first place. This course will explore Ottoman architecture and its patronage from the perspective of these neglected regions and actors, covering such examples as Christian vassal states along the empire's European borders, Arab lands with existing traditions of Islamic art, the curious persistence of Gothic models in the former Crusader kingdom of Cyprus, and the distinctive architectural practices of non-Muslim minorities within Istanbul itself. Drawn primarily from the early modern and modern periods, our case studies will be treated not as imitations of or deviations from the metropolitan mainstream, but as vital expressions of Ottoman culture that assertively engaged with, and themselves contributed to, the better-known strategies of the sultan's court. We will also go beyond issues of architecture and patronage and consider these buildings as lived spaces whose associated objects, furnishings, and social and ceremonial activities were no less constitutive of the empire's diverse architectural landscape.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.010.431. Obsessed with the Past: the Art and Architecture of Medieval Rome. 3 Credits.**

In antiquity, Rome became the capital of an empire, its growing status reflected in its sophisticated urban planning, its architecture, and the arts. While an abundance of studies explores the revival of this glorious past in the Renaissance, this seminar discusses various ways of the reception of antiquity during the medieval period. We address the practice of using spolia in medieval architecture, the appropriation of ancient pagan buildings for the performance of Christian cult practices, the continuation of making (cult)images and their veneration, the meaning and specific visuality of Latin script (paleography and epigraphy) in later medieval art. We discuss the revival and systematic study of ancient knowledge (f. ex. medicine, astronomy, and the liberal arts), in complex allegorical murals. As we aim to reconstruct the art and architecture of medieval Rome, this course discusses ideas and concepts behind different forms of rebuilding and picturing the past, as they intersect with the self-referential character of a city that is obsessed with its own history.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.010.432. Therapies of Art and Literature from Antiquity to Early Modern Europe. 3 Credits.**

This seminar examines the myriad ways artists and writers geared their work toward the therapeutic healing of mind, body, and soul, and the role images and texts could play in programs of individual and collective transformation. Taking as our point of departure the ancient tradition of spiritual exercises and inner dialogue, Petrarch's therapy of the passions, and the revival of consolatory letters, we will consider how the Christian artist could invest their work with medicinal, magical, sacramental, or spiritual efficacies, and even take on the mantle of a "physician of souls." Intersections with the histories of medicine and religion will lead us to the ways natural medicine and the thaumaturgical practices associated with pilgrimage could be transposed into the arena of spiritual therapy. Featured authors include Cicero, Marcus Aurelius, Augustine of Hippo, Boethius, Petrarch, Michel Foucault, Pierre Hadot, and Alain de Botton; artists include Hieronymus Bosch, Albrecht Dürer, Matthias Grünewald, and many others.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.010.459. The illuminated charter: visual splendor, performance, and authenticity of medieval legal documents. 3 Credits.**

This course investigates the complexities of medieval legal documents, their specific visuality and materiality, as well as practices of copying and forgery. We will address the aesthetics of legal documents, their graphic signs, seals, and paleography and the authenticating strategies used to corroborate their legitimacy. Another emphasis is set on the performative aspects of the medieval charters in court and church rituals. Comparison with contemporary illuminated sacred books will reveal the tight connections of monastic scriptoria and royal/imperial chanceries. The geographic focus is set wide, ranging from medieval Spain, to Carolingian and Ottonian chanceries in France and Germany, to the papal court in Rome and the imperial and monastic scriptoria in Byzantium.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.010.465. Renew, Reuse, Recycle: Afterlives of Architecture in the Ottoman Empire. 3 Credits.**

Designed from the outset to be inhabited and used, works of architecture are inherently susceptible to changes in purpose, appearance, and meaning over time. This was particularly so in the Ottoman Empire (c. 1299–1922), a multiethnic and multireligious transcontinental polity whose territories were already marked by long and eventful architectural histories. Through such case studies as the Parthenon in Athens, the Hagia Sophia in Constantinople/Istanbul, the Citadel of Cairo, and the Dome of the Rock in Jerusalem, this course investigates the ways in which buildings and sites have been appropriated, repurposed, transformed, and/or reconceptualized in response to changing sociopolitical and artistic conditions. Topics to be addressed include the conversion of places of worship, (re)decoration as a vehicle of ideology, and the phenomenon of spoliation—the recycling, whether for practical or symbolic reasons, of existing building materials. In addition to the monuments themselves, we will address the objects that filled them and the human activities they hosted. While our focus will be on the Ottoman context and its relationship to the past, the course will also consider comparable examples in other geographies as well as developments in the post-Ottoman era, including the current debate over the Parthenon marbles and the recent reconversion of the Hagia Sophia into a mosque.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.010.469. Quarried, Sculpted, Carved: Lifecycles of Mesoamerican Sculpture. 3 Credits.**

Stelae, altars, colossal heads, thrones, figures, lintels. This course considers how artists created these stone monuments in Mesoamerica, the historical region that encompasses Mexico, Guatemala, Belize, and Honduras, and El Salvador. Sculptors meticulously carved stone blocks to shape and then scribes expertly incised their surfaces with hieroglyphic text or iconography. These stone monuments were then transported and moved into position, their physical placements structuring social hierarchy and mediating interactions with the divine. In reviewing recent literature within the fields of art history and material studies, we will explore the full cycle of production for monumental works of art.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.010.497. Reply-All: Letter-Writing in Art and History. 3 Credits.**

From embellished silver pens and abolitionist secretary desks to contemporary artists manipulating historical postcards and making fax collages, this course will explore the materiality, technologies, and aesthetics of written communications from the 18th century to the present. This research-centered course will engage directly with objects in the Baltimore Museum of Art collection, in preparation for an upcoming exhibition. Topics include the development of specific decorative arts and designs in conjunction with eighteenth- and nineteenth-century postal and bureaucratic history, letter-writing as a mode of resistance, strategic illegibility and asemic writing as a form of critical artistic practice, and the importance of mail art as conceptual and institutional critique. Includes hands-on work in the museum and class visits with BMA curator Dr. Leslie Cozzi.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3)

**AS.010.604. Contested Patterns: Islamic Art History and Its Challenges. 3 Credits.**

Formed against the backdrop of nineteenth- and twentieth-century Orientalism and colonialism, the field of Islamic art history continues to grapple with the overwhelmingly Eurocentric assumptions, narratives, and approaches that shaped its emergence and development. These inherited perspectives and the debates they have sparked are the focus of this seminar, which critically examines the foundational characterizations of Islamic art—as ornamental, iconophobic, and timelessly other—together with the exhibitory, commercial, and scholarly contexts in which such ideas took root. Adopting a simultaneously thematic and chronological approach, the seminar will trace the ways in which diverse constellations of actors—including those from within the Islamic world itself—have variously established, consolidated, or challenged the field's underlying concepts. We will explore how this discursive process has intensified in our own time, in which a spate of scholarly and popular treatments have laid bare the tension between calls to reevaluate the field and an enduring impulse to reinscribe its established contours. Alois Riegl, Oleg Grabar, Gülru Necipoglu, Yasser Tabbaa, and Wendy Shaw are among the authors whose writings will be assessed and compared. Throughout the seminar, we will ground our historiographical inquiry in discussions of specific works and categories of Islamic art—particularly those like carpets that traditional frameworks have fetishized as decorative—and consider more fruitful avenues for addressing such material, making use of local collections to the extent that we can.

Distribution Area: Humanities

**AS.010.615. Therapies of Art and Literature from Antiquity to Early Modern Europe. 3 Credits.**

This seminar examines the myriad ways artists and writers geared their work toward the therapeutic healing of mind, body, and soul, and the role images and texts could play in programs of individual and collective transformation. Taking as our point of departure the ancient tradition of spiritual exercises and inner dialogue, Petrarch's therapy of the passions, and the revival of consolatory letters, we will consider how the Christian artist could invest their work with medicinal, magical, sacramental, or spiritual efficacies, and even take on the mantle of a "physician of souls." Intersections with the histories of medicine and religion will lead us to the ways natural medicine and the thaumaturgical practices associated with pilgrimage could be transposed into the arena of spiritual therapy. Featured authors include Cicero, Marcus Aurelius, Augustine of Hippo, Boethius, Petrarch, Michel Foucault, Pierre Hadot, and Alain de Botton; artists include Hieronymus Bosch, Albrecht Dürer, Matthias Grünewald, and many others.

Distribution Area: Humanities

Writing Intensive

**AS.010.621. An Empire's Diversity: Ottoman Architecture and Patronage beyond the Imperial Court. 3 Credits.**

The established historiography of Ottoman architecture is dominated by the patronage of the sultans and their elites, particularly as it shaped the empire's third and final capital, Istanbul. While this focus on the "center" and its leadership reflects the Ottoman state's own hierarchical structure, it also obscures the larger network of places and people that enabled the imperial system to develop and acquire meaning in the first place. This course will explore Ottoman architecture and its patronage from the perspective of these neglected regions and actors, covering such examples as Christian vassal states along the empire's European borders, Arab lands with existing traditions of Islamic art, the curious persistence of Gothic models in the former Crusader kingdom of Cyprus, and the distinctive architectural practices of non-Muslim minorities within Istanbul itself. Drawn primarily from the early modern and modern periods, our case studies will be treated not as imitations of or deviations from the metropolitan mainstream, but as vital expressions of Ottoman culture that assertively engaged with, and themselves contributed to, the better-known strategies of the sultan's court. We will also go beyond issues of architecture and patronage and consider these buildings as lived spaces whose associated objects, furnishings, and social and ceremonial activities were no less constitutive of the empire's diverse architectural landscape.

Distribution Area: Humanities

**AS.010.665. Renew, Reuse, Recycle: Afterlives of Architecture in the Ottoman Empire. 3 Credits.**

Designed from the outset to be inhabited and used, works of architecture are inherently susceptible to changes in purpose, appearance, and meaning over time. This was particularly so in the Ottoman Empire (c. 1299–1922), a multiethnic and multireligious transcontinental polity whose territories were already marked by long and eventful architectural histories. Through such case studies as the Parthenon in Athens, the Hagia Sophia in Constantinople/Istanbul, the Citadel of Cairo, and the Dome of the Rock in Jerusalem, this course investigates the ways in which buildings and sites have been appropriated, repurposed, transformed, and/or reconceptualized in response to changing sociopolitical and artistic conditions. Topics to be addressed include the conversion of places of worship, (re)decoration as a vehicle of ideology, and the phenomenon of spoliation—the recycling, whether for practical or symbolic reasons, of existing building materials. In addition to the monuments themselves, we will address the objects that filled them and the human activities they hosted. While our focus will be on the Ottoman context and its relationship to the past, the course will also consider comparable examples in other geographies as well as developments in the post-Ottoman era, including the current debate over the Parthenon marbles and the recent reconversion of the Hagia Sophia into a mosque. Distribution Area: Humanities

**AS.010.671. The illuminated charter: visual splendor, performance, and authenticity of medieval legal documents. 3 Credits.**

This course investigates the complexities of medieval legal documents, their specific visuality and materiality, as well as practices of copying and forgery. We will address the aesthetics of legal documents, their graphic signs, seals, and paleography and the authenticating strategies used to corroborate their legitimacy. Another emphasis is set on the performative aspects of the medieval charters in court and church rituals. Comparison with contemporary illuminated sacred books will reveal the tight connections of monastic scriptoria and royal/imperial chanceries. The geographic focus is set wide, ranging from medieval Spain, to Carolingian and Ottonian chanceries in France and Germany, to the papal court in Rome and the imperial and monastic scriptoria in Byzantium.

Writing Intensive

**AS.010.697. Reply-All: Letter-Writing in Art and History. 3 Credits.**

From embellished silver pens and abolitionist secretary desks to contemporary artists manipulating historical postcards and making fax collages, this course will explore the materiality, technologies, and aesthetics of written communications from the 18th century to the present. This research-centered course will engage directly with objects in the Baltimore Museum of Art collection, in preparation for an upcoming exhibition. Topics include the development of specific decorative arts and designs in conjunction with eighteenth- and nineteenth-century postal and bureaucratic history, letter-writing as a mode of resistance, strategic illegibility and asemic writing as a form of critical artistic practice, and the importance of mail art as conceptual and institutional critique. Includes hands-on work in the museum and class visits with BMA curator Dr. Leslie Cozzi.

Distribution Area: Humanities

**History of Science, Medicine, and Technology****AS.140.105. History of Medicine. 3 Credits.**

Course provides an introduction to health and healing in the ancient world, the Middle Ages, and the Renaissance. Topics include religion and medicine; medicine in the Islamic world; women and healing; patients and practitioners.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.140.231. Health & Society in Latin America & the Caribbean. 3 Credits.**

Medical practice is complex in Latin America and the Caribbean. Most countries in the region have universal healthcare; yet, the quality of clinical services varies widely, and is influenced by degrees of incorporation into—or marginalization from—social power structures. Many people take their health into their own hands by supplementing biomedicine with plant based remedies as well as religious and spiritual services. This course will interrogate the history and contemporary relevance of healthcare in Latin America and the Caribbean, with particular interest in how medicine intersects with colonialism, slavery, capitalism, neo-colonialism, grassroots revolutionary movements, the Cold War, and neoliberalism. Drawing on films, visual and performance art, and music, students will consider the ways in which race, gender, indigeneity, ability, class, and nation have affected people's experiences with medical practice. Informed by postcolonial and decolonial scholarship, we will also examine why Latin America and the Caribbean have become “laboratories” for the production of medical knowledge, and importantly, how that knowledge was created by indigenous, enslaved, and migrant people as well as professionals. Finally, we seek to understand individual health problems in relation to the social and political determinants of health. As such, the course prompts students to reflect on why healthcare professionals—in the United States and abroad—would benefit from historically-informed communication with patients and their communities. This is a discussion-based seminar that requires active participation. There are no exams. The course does not assume any previous knowledge of the history of medicine or Latin American history.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.140.356. Man vs. Machine: Resistance to New Technology since the Industrial Revolution. 3 Credits.**

This course analyzes various episodes of “luddism” in the history of science and technology, from the destruction of textile machinery in the early 1800s up to recent controversies about robots, vaccines, and AI chatbots. What explains why different groups of actors did (or did not) resist the introduction of new technologies, ranging from the bicycle and the automobile to the nuclear energy plant? What types of fears did these technologies arouse? What can history teach us about the recurring concern that technological innovation might destroy more jobs than it generates? These are some of the themes we will be examining in this seminar on the basis of research presentations and classroom discussions of primary and secondary historical sources.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)



**AS.140.685. Histories of Reproduction. 3 Credits.**

While there is a vast literature on reproduction in a global context, this course will focus on the arc of what we might call decolonial histories of reproduction—those that center issues of justice, freedom, intimacy, and agency, as well as cultural negotiation, conflict, and change. Students will write critical histories of reproduction, with attention to the ways in which reproductive politics interface with institutions that exert hegemonic, racialized, gendered, and ableist forms of state power and colonial power. We will also appreciate the ways in which reproduction interacts with other—non geographically-bound, non-institutionalized, and non-state mediated—forms of biopolitical power. We will analyze how the historiography has evolved over time and discuss future directions in the field.

**Interdepartmental****AS.360.305. Introduction to Computational Methods for the Humanities. 3 Credits.**

This course introduces basic computational techniques in the context of empirical humanistic scholarship. Topics covered include the command-line, basic Python programming, and experimental design. While illustrative examples are drawn from humanistic domains, the primary focus is on methods: those with specific domains in mind should be aware that such applied research is welcome and exciting, but will largely be their responsibility beyond the confines of the course. Students will come away with tangible understanding of how to cast simple humanistic questions as empirical hypotheses, ground and test these hypotheses computationally, and justify the choices made while doing so. No previous programming experience is required.

AS Foundational Abilities: Science and Data (FA2), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.360.306. Computational Intelligence for the Humanities. 3 Credits.**

This course introduces substantial machine learning methods of particular relevance to humanistic scholarship. Areas covered include standard models for classification, regression, and topic modeling, before turning to the array of open-source pretrained deep neural models, and the common mechanisms for employing them. Students are expected to have a level of programming experience equivalent to that gained from AS.360.304, Gateway Computing, AS.250.205, or Harvard's CS50 for Python. Students will come away with an understanding of the strengths and weaknesses of different machine learning models, the ability to discuss them in relation to human intelligence and to make informed decisions of when and how to employ them, and an array of related technical knowledge.

AS Foundational Abilities: Science and Data (FA2), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.360.408. Experiential Research Lab. 3 Credits.**

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.360.410. Humanities Research Lab: The Dutch Americas. 3 Credits.**

The Dutch East India Company, or VOC, is historically and art historically well documented and firmly understood. But the Dutch also had significant holdings to the west via the Dutch West India Company, or WIC. They operated and held outposts in the present-day United States (New York/New Amsterdam), Caribbean (Surinam, Curaçao, Bonaire), Latin America (Brazil), and West Africa. Despite the abundance of materials associated with the WIC from this wide geography, these have been scarcely assessed by art historians, and a defined and comprehensive corpus has never been assembled. This class will act as a research lab in which to do so. In research teams, students will map artworks and objects created from that broad, transnational cultural ambit—categories that might include maps, landscape paintings, still life paintings featuring American flora and fauna, botanical illustrations, plantation architecture, luxury objects made from precious raw materials gathered in the Americas, the urban environment of slavery—and develop individual research questions around them. The class will run with a partner lab in the form of a course led by Professor Stephanie Porras at Tulane University. The course will feature speakers; and there is potential for funded travel to conduct research. We will start at the ground level; no previous knowledge about the field is required. Students from all disciplines are welcome.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.360.412. Humanities Research Lab: Asian Diaspora in Baltimore and D.C.. 3 Credits.**

In this humanities research lab, students will conduct original research on local histories of Asian American and Asian diasporic communities in the Baltimore area, inclusive of D.C. Students will think about how and why the histories and experiences of the region's Asian American and diasporic communities, especially their interactions with other racialized and minoritized groups, continue to be erased from public conversation, and then engage in hands-on collaborative and reparative work in response to such erasure. The lab is organized around discussions and workshops with community collaborators, guest speakers, and scholars, as well as visits to archives, neighborhoods, and community organizations. This course requires at least four Friday group trips to 555 Penn in Washington D.C. (transportation provided).

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.360.420. Humanities Research Lab: Making Maps of Mexico. 3 Credits.**

Learn the basics of ArcGIS, data management, and the history of maps and censuses as you help Prof. Lurtz build a digital historical atlas of Mexico. No experience necessary, graduate students welcome.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.360.605. Introduction to Computational Methods for the Humanities. 3 Credits.**

This course introduces basic computational techniques in the context of empirical humanistic scholarship. Topics covered include the command-line, basic Python programming, and experimental design. While illustrative examples are drawn from humanistic domains, the primary focus is on methods: those with specific domains in mind should be aware that such applied research is welcome and exciting, but will largely be their responsibility beyond the confines of the course. Students will come away with tangible understanding of how to cast simple humanistic questions as empirical hypotheses, ground and test these hypotheses computationally, and justify the choices made while doing so. No previous programming experience is required.

**AS.360.606. Computational Intelligence for the Humanities. 3 Credits.**

This course introduces substantial machine learning methods of particular relevance to humanistic scholarship. Areas covered include standard models for classification, regression, and topic modeling, before turning to the array of open-source pretrained deep neural models, and the common mechanisms for employing them. Students are expected to have a level of programming experience equivalent to that gained from AS.360.304, Gateway Computing, AS.250.205, or Harvard's CS50 for Python. Students will come away with an understanding of the strengths and weaknesses of different machine learning models, the ability to discuss them in relation to human intelligence and to make informed decisions of when and how to employ them, and an array of related technical knowledge.

**AS.360.610. Humanities Research Lab: The Dutch Americas. 3 Credits.**

The Dutch East India Company, or VOC, is historically and art historically well documented and firmly understood. But the Dutch also had significant holdings to the west via the Dutch West India Company, or WIC. They operated and held outposts in the present-day United States (New York/New Amsterdam), Caribbean (Surinam, Curaçao, Bonaire), Latin America (Brazil), and West Africa. Despite the abundance of materials associated with the WIC from this wide geography, these have been scarcely assessed by art historians, and a defined and comprehensive corpus has never been assembled. This class will act as a research lab in which to do so. In research teams, students will map artworks and objects created from that broad, transnational cultural ambit—categories that might include maps, landscape paintings, still life paintings featuring American flora and fauna, botanical illustrations, plantation architecture, luxury objects made from precious raw materials gathered in the Americas, the urban environment of slavery—and develop individual research questions around them. The class will run with a partner lab in the form of a course led by Professor Stephanie Porras at Tulane University. The course will feature speakers; and there is potential for funded travel to conduct research. We will start at the ground level; no previous knowledge about the field is required. Students from all disciplines are welcome.

Writing Intensive

**AS.360.623. Latin America in a Globalizing World. 3 Credits.**

An interdisciplinary seminar on Latin America's role in wider cultural, economic, and political processes, from both historical and contemporary perspectives. Please see class search for semester topic description.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.360.626. LACLxS Work-in Progress Seminar. 1 Credit.**

The second in a two-semester graduate sequence, this course will be for graduate students and faculty to collaboratively workshop their own research and writing on topics related to Latin American studies.

Distribution Area: Social and Behavioral Sciences

**Islamic Studies****AS.194.202. Never Forget: Muslims, Islamophobia, and Dissent after 9/11. 3 Credits.**

In partnership with the social justice organization Justice for Muslims Collective, this community-engaged course and oral history project will explore how diverse Muslim communities navigated and contested belonging and political and cultural agency amidst state-sponsored violence and national debates on race, gender, citizenship and national security after 9/11 and during the ongoing War on Terror. Through history, ethnography, first-person narratives, film, fiction, and online resources, students will learn about the impact of 9/11 on American Muslim communities. This includes cultural and political resistance to imperialism, racism, and Islamophobia as well as to intersectional inequities within Muslim communities that were intensified in the context of Islamophobia. Students will learn about community activism and organizing from JMC, and complete a participatory action research project with the organization. This project is an oral history archive that will address gaps in the documentation of movement histories when it comes to early organizing against War on Terror policies by Muslim communities and communities racialized or perceived as Muslim. Students will be trained to record stories of resistance among leaders who organized and responded at the local and national-level in the Greater Washington region, to support the building of an archive that will shape a wide variety of future organizing and advocacy efforts.

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.194.230. African-Americans and the Development of Islam in America. 3 Credits.**

Muslims have been a part of the American fabric since its inception. A key thread in that fabric has been the experiences of enslaved Africans and their descendants, some of whom were Muslims, and who not only added to the dynamism of the American environment, but eventually helped shape American culture, religion, and politics. The history of Islam in America is intertwined with the creation and evolution of African American identity. Contemporary Islam in America cannot be understood without this framing. This course will provide a historical lens for understanding Islam, not as an external faith to the country, but as an internal development of American religion. This course will explicate the history of early Islamic movements in the United States and the subsequent experiences of African-Americans who converted to Islam during the first half of the twentieth century. We will cover the spiritual growth of African American Muslims, their institutional presence, and their enduring impact on American culture writ large and African-American religion and culture more specifically.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.194.256. Museums, Communities, and the Sacred. 3 Credits.**

This community-engaged course is co-created by a scholar and curator with expertise in religion, art, and material culture, and taught in partnership with the Baltimore Museum of Art (BMA), and centers how museums engage with the sacred. Recognizing that museums have traditionally been under-equipped to respond to the social concerns that animate their local communities, the BMA is rethinking how a twenty-first century civic museum engages the city in which it is located. Understanding the museum as a public space in which contemporary civic and social issues can be engaged, we will explore such questions as: how can a museum represent devotional objects while honoring a diversity of religious and spiritual perspectives and avoiding homogenous narratives about belief? How can a museum create relationships with religious communities to understand and interpret the objects in its collection, and navigate differences in faith-based communities with ethical care? How can a museum engage local communities in the process of writing labels for objects and in other acts of interpretation in a way that is not extractive and is genuinely value-aligned? In short, how can a museum truly become public? As a community-engaged course, students will build practically on their learning about museums, religion and public pedagogy to create and facilitate community listening circles at the BMA. The course will include visits to the BMA and other sites, guest visits on focused topics from museum professionals in other institutions, and training in listening and facilitation.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**Latin American, Caribbean, and Latinx Studies****AS.361.623. LACLxS Reading Seminar: Caribbean Worlds. 3 Credits.**

This interdisciplinary graduate seminar examines the Caribbean as a dynamic and multifaceted region shaped by its diverse populations, colonial entanglements, and enduring struggles for sovereignty and self-determination. Emphasizing the Caribbean's role as a site of political, economic, and cultural innovation, the course engages major themes including indigeneity, slavery and colonial domination, race and racism, gender and sexuality, diaspora, and contested models of "development." These issues will be analyzed through the writings and perspectives of Caribbean thinkers—both historical and contemporary—who have critically shaped regional and global discourses. Rather than positioning the Caribbean as simply "peripheral," this course foregrounds the region as a generative space of intellectual, cultural, and political resilience with profound relevance to broader conversations in Latin America and the Global South.

**Medicine, Science and the Humanities****AS.145.106. Health, Science, Environment. 3 Credits.**

Environment has an inexorable effect on human health, and certain human activities have had outsized impacts on the natural world and the ability of forms of life to thrive. This course brings medical humanities, history of science, and science & technology studies into conversation with environmental humanities to ask: how have our conceptions of the natural world emerged, and how have these shaped our understandings of bodies, ecologies, and health outcomes? How do we know and measure the environment and health, and to what effects? How have human and ecological health affected environmental politics? How have writers and artists understood and depicted their environments and environmental questions? Can works of fiction shape ecological transformations? What can we learn from case studies of health and environment in Baltimore and the Chesapeake Bay as well as in global contexts? Course topics will include ecology, epigenetics, toxicity, agriculture and food, radiation, air quality, and more-than-human entanglements.

Distribution Area: Humanities, Social and Behavioral Sciences

**AS.145.300. Medicine and Conflict: The History and Ethics of Healing in Political Turmoil. 3 Credits.**

"War is the only proper school for surgeons," the Ancient Greek physician, Hippocrates, is quoted to have said. This saying has been used to show how medicine and war have been thought for millennia to shape each other. Medicine has played a major role in situations of political conflict ever since human societies engaged in war and started elaborating "just war doctrines" that determine how belligerent parties should conduct war as an attempt to "civilize" war and mitigate its scourges. Through an investigation of case studies from the modern and contemporary world, this course will examine the role played by medicine in situations of political conflict, as well as the role played by war and humanitarian crises in the history of medical thought and practice. It will explore how medical knowledge and expertise have been deployed in situations of political violence or tumult and will ponder some of the ethical dilemmas faced by medical professionals in those contexts. Covering cases ranging from surgery in the American Civil War to the provision of medical care in the Syrian refugee crisis, some of the themes discussed will include biomedical ethics in armed conflict, torture, trauma, contagion, and medical innovation in conflict contexts.

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.145.317. Becoming Universal: Toward Global Computing. 3 Credits.**

How did the computer become an omnipresent machine? This overview course aims to familiarize students with the evolution of the computer as a pivotal technological advancement of the twentieth century and to foster critical thinking about the widespread notion of computerization, which is often associated with profound changes, as reflected in terms like "Personal Computer Revolution," "the Age of Big Data," and the more recent "AI Revolution." Throughout the course, we will emphasize both the universal aspirations and the localized boundaries that have shaped patterns of technological dissemination and the circulation of knowledge—from the dawn of digital computing, rooted in the computational needs of the United States and Britain during World War II, to the modern-day manifestations of the so-called "digital divides." To achieve this objective, we will explore classical narratives centered on American history as well as emerging transnational and cultural studies in computing. This exploration will be enriched by extensive engagement with primary source documents.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.145.318. The War Lab: Medicine, Science, and Conflict. 3 Credits.**

This course explores how medicine, science, and technology intersect with war and conflict, shaping both the battlefield and society at large. It examines the medicine-science-war nexus by investigating the ways in which war and conflict have spurred scientific innovation and medical breakthroughs and, inversely, how scientific and medical innovations have enabled new forms of warfare. From the development of antibiotics and prosthetics to the ethical dilemmas of weapons research and the use of artificial intelligence in combat, students will examine these entanglements and the profound moral and ethical questions they raise. Relying on case studies from historical and contemporary conflicts, historical documents, films, and literature, the course will investigate topics such as the technological frontiers of war, military funding of scientific research, post-conflict legacies of wartime technologies, and the long-term health outcomes of political and military conflict. Through a critical examination of these themes, students will gain a better understanding of the complex relationship between war and advancements in medicine, science, and technology and will be prompted to analyze the ethical, social, and political implications of the entanglements between war, science, and medicine.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.145.320. British Visual Culture and Medicine. 3 Credits.**

In this class, we will reflect on the ethical, gendered, and societal implications of the creation and exchange of British medical imagery. What purpose did this visual culture serve for artists, practitioners, and patients? How are we meant to look at these images today, outside of their original contexts? We will examine a range of images and objects from Britain, expanding our definition of "art" and interrogating the colonialist roots and origins of artistic and medical material. Our objects of study will extend from oil paintings of renowned physicians to diagnostic photographs of unnamed patients and from prints of gynecological dissection to satirical cartoons of "quack" doctors. We will look not only at how practitioners have had their patients depicted, but also at how those with illnesses or with disabilities have taken back their bodily power to portray themselves. Questions of portraiture, likeness, and consent will be constant themes throughout this course, guiding students' development of ways of thinking critically and writing thoughtfully about medical images.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1)

Writing Intensive

**AS.145.323. Music as Laboratory. 3 Credits.**

What is the relationship between the histories of music and scientific development? How is making music a kind of laboratory research? Musical instruments and aesthetics have always emerged in dialogue with developments in science, technology, and medicine. The first stethoscope borrowed from the design of flutes and challenged physicians to grapple with new concepts like "sound," "signal," and "noise." The automation of industrial machinery was influenced by earlier musical automata—technology that sought to mechanically synchronize, sequence and loop musical phrases. Concepts like logarithms, combinatorics, resonance and sympathetic vibration, melancholy and mania, etc., relied on the contributions of musicians, music theorists, and instrument-makers. This seminar looks at points of contact between music and histories of science, technology, and medicine through both scholarly and creative lenses. The course integrates creative and experimental music making with reading and short writing assignments. Familiarity with music notation and some basic musical skills will be helpful but are not strictly necessary. Permission of instructor required. Limit 15 students.

AS Foundational Abilities: Culture and Aesthetics (FA3), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3)

**AS.145.326. AI in History, Philosophy, and Fiction. 3 Credits.**

Proclamations of an AI revolution are ubiquitous, with utopian visions from technological enthusiasts and dystopian predictions from skeptics growing in number and pathos. In this class, we will challenge the current focus on the transformative potential of machine learning by examining it through the broader historical lens of automation, mechanization, cybernetics, and computerization. Course materials include foundational works in AI as well as science fiction, allowing us to explore the concept of technological imagination as a bridge between public science, cultural production, and the development of scientific and engineering research programs. Spanning from Ancient Greece to modern Europe, from Cold War-era U.S. and Soviet Union to contemporary China, this seminar raises critical questions about the meanings of "intelligence," "rationality," and "mind."

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive



**AS.145.403. Crusades, Plagues, and Hospitals: Medicine, Science, and War in the Medieval and Early Modern World. 3 Credits.**

At the dawn of the twelfth century, armies marched from Latin Europe, heading for Jerusalem. They attacked and invaded large territories in Asia Minor and the Middle East and created Latin polities that ruled over the Levant for about two centuries. During this period, new societies' political and social orders took shape representing the connections, exchanges, and wounds of conflict. The Crusading project extended well beyond the Middle East: European Christian armies sought to convert Northern Europe, eradicate old polytheistic religions there, and reestablish Christian rule in the Iberian Peninsula. By the sixteenth century, a new wave of Crusades extended to include the wars against the Ottoman Empire, the colonial expansion in Africa, Asia, and the "New World." At the same time, the colonial expansion involved the emergence of new chattel transatlantic slavery with the atrocities and destruction that it wrecked for centuries to come. Diseases, famines, and other natural disasters marched alongside the marching armies. Famines accompanied the first and second crusades in the twelfth century. By the end of the fourteenth century, the Black Death had spread throughout the world, claiming one-third of the world's population. Similarly, leprosy and syphilis spread alongside the armies moving across the Atlantic and Indian oceans. This seminar investigates the place of science, medicine, and technology in medieval and early modern war, conflict, and slavery. Starting from the Crusades of the twelfth century to the colonial wars and slavery of the seventeenth century, the course will investigate how conflicts develop, the technologies involved in their pursuit—from military technology to navigation to architecture—how conflicts affect medicine and medical knowledge—from military medicine and surgery to the development of hospitals to epidemics—and how conflict, war, and enslavement impacted the movement of people, goods, and ideas.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**Modern Languages and Literatures****AS.211.171. Brazilian Culture & Civilization: Colonial Times to the Present. 3 Credits.**

Did you know that Brazil is very similar to the United States? 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, politics, economy, 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. No Prereq. THERE IS NO FINAL EXAM.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.211.224. Made in Italy: Italian style in context. 3 Credits.**

Italy and the "Italian style" have become synonym of exquisite taste, class, and elegance thanks to the quality of Italian craftsmanship. This course will explore some of the major factors that contributed to the rise of Italian fashion and Italian industrial design as iconic all around the world. The classes will focus on the main protagonists and art movements that influenced the development of Italian style. We will analyze trends, clothing, and style not only in a historical context, but also through a critical apparatus that will include themes related to gender, culture, power, and politics. The course is taught in English. No knowledge of Italian is required, but those who can read in Italian will have an opportunity to do so. Everyone will learn some Italian words and expressions.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.211.265. Panorama of German Thought. 3 Credits.**

This course will survey German ideas—in philosophy, social and political theory, and drama—since the Enlightenment. Authors include Kant, Schiller, Lessing, Goethe, Hegel, Marx, Nietzsche, Weber, Horkheimer, and Adorno.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.211.314. Jewish in America, Yiddish in America: Literature, Culture, Identity. 3 Credits.**

Yiddish was the language of European Jews for 1000 years. From the 19th century to the present day it has been a language that millions of Americans — Jewish immigrants and their descendants—have spoken, written in, conducted their daily lives in, and created culture in. This course will examine literature, film, newspapers, and more to explore how Jewish immigrants to America shaped their identities—as Jews, as Americans, and as former Europeans. What role did maintaining, adapting, or abandoning a minority language play in the creation of Jewish American identity—cultural, ethnic, or religious? How was this language perceived by the majority culture? How was it used to represent the experiences of other minoritized groups? What processes of linguistic and cultural translation were involved in finding a space for Yiddish in America, in its original or translated into English? The overarching subjects of this course include migration, race, ethnicity, multilingualism, and assimilation. We will analyze literature (novels, poetry, drama); film; comedy; and other media. All texts in English.

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

**AS.211.315. The Meanings of Monuments: From the Tower of Babel to Robert E. Lee. 3 Credits.**

As is clear from current events and debates surrounding monuments to the Confederacy, monuments play an outsized role in the public negotiation of history and identity and the creation of communal forms of memory. We will study the traditions of monuments and monumentality around the world – including statues and buildings along with alternative forms of monumentality – from antiquity to the present day. We will examine the ways that monuments have been favored methods for the powerful to signal identity and authorize history. This course will also explore the phenomenon of “counter-monumentality”, whereby monuments are transformed and infused with new meaning. These kinds of monuments can be mediums of expression and commemoration for minority and diaspora communities and other groups outside the economic and political systems that endow and erect traditional public monuments. The first half of the course will examine the theoretical framework of monumentality, with a focus on ancient monuments from the ancient Near East (e.g., Solomon’s temple). More contemporary examples will be explored in the second half of the course through lectures and also field trips. We will view contemporary debates around monuments in America in light of the long history of monuments and in comparison with global examples of monuments and counter-monuments. All readings in English.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.211.329. Museums and Identity. 3 Credits.**

The museum boom of the last half-century has centered largely around museums dedicated to the culture and history of identity groups, including national, ethnic, religious, and minority groups. In this course we will examine such museums and consider their long history through a comparison of the theory and practice of Jewish museums with other identity museums. We will study the various museological traditions that engage identity, including the collection of art and antiquities, ethnographic exhibitions, history museums, heritage museums, art museums, and other museums of culture. Some of the questions we will ask include: what are museums for and who are they for? how do museums shape identity? and how do the various types of museums relate to one another? Our primary work will be to examine a variety of contemporary examples around the world with visits to local museums including the Jewish Museum of Maryland, the National Museum of African American History and Culture and the National Museum of the American Indian.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.211.440. Literature of the Holocaust. 3 Credits.**

How has the Holocaust been represented in literature? Are there special challenges posed by genocide to the social and aesthetic traditions of representation? Where does the Holocaust fit in to the array of concerns that literature expresses? And where does 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 – originally written in Yiddish, German, English, French and other languages (including works by Primo Levi and Isaac Bashevis Singer). A special focus will be works written during and in the immediate aftermath of the Holocaust. All readings in English.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.211.477. Renaissance Witches and Demonology. 3 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-mythologies 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 medicine, theology, literature, folklore, music, and the visual arts, including cinema.

**Prerequisite(s):** Students who have already taken AS.214.171 cannot take AS.211.477.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.213.325. Revolution, Power, and Poetic Justice: From Peasant Revolts to Workers Revolts in Literature and Phi. 3 Credits.**

Political thinkers from Ernst Bloch and Carl Schmitt to Reinhard Koselleck and Theodor W. Adorno have long been drawn to Heinrich von Kleist’s novella “Michael Kohlhaas” because of the questions it raises about what a just political order would be when, in the context of this story, only the threat of violence enables the powerless to be heard. The novella takes place in the latter half of the sixteenth century as the feudal era is coming to an end, and Kohlhaas’s struggle to rectify the damage done to his property reveals the vulnerability of the then emerging merchant class to the still unchecked power of the nobility. Yet Kohlhaas’s response to the situation proves to be as arbitrary as the injustice he faces, and the only solution the novella can find for this impasse is a fairy tale that embodies—in all senses of the phrase—poetic justice. This course will examine the novella in its historical context (Reformation, doctrine of natural law, Prussian land reform) and with an eye toward modern thought on state violence, terror, liberalism, and the power of art. All texts and discussion in English.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.213.332. Literature and the Visual Arts. 3 Credits.**

Literature and the Visual Arts is devoted to exploring the resonances between literary and visual forms of artistic expression and their enrichment of the modernist cultural landscape. We will aim to understand how the interest in visual art by modernist writers, and the impressions of literature on modernist and contemporary artworks newly illuminate or challenge traditional aesthetics of the temporality and spatiality of the work, aesthetic judgment, and the phenomenology of aesthetic attention. Readings may include works of literature or aesthetics by Immanuel Kant, Rainer Maria Rilke, Paul Klee, Stefan Zweig, Martin Heidegger, Charles Baudelaire, Walter Benjamin, Maurice Merleau-Ponty, Siegfried Lenz, and Virginia Woolf, alongside work of many visual artists from van Gogh and Cézanne to German Expressionism and Anselm Kiefer. Taught in English.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.213.364. Truth and Lies in the Languages of Politics. 3 Credits.**

Fake facts, conspiracy theories, outright lies: have we entered a new era of “post-truth”? Some claim that deception has always been a part of political processes, that objectivity is an illusion, that every “fact” is made, formed, fashioned, constructed (“fact” comes from the same Latin root as “fiction”). Others insist that without a distinction between truth and lie, all politics is a farce, and look to fact-checking and evidence for guidance. Who is right? And what assumptions are at the basis of this perhaps overly-simple binarism? In order to get a grasp on these questions, we will explore the theme and the concept of lying in literature, philosophy, and current media, with an emphasis on political language. We will read literary texts by Heinrich von Kleist, Herman Melville, Thomas Mann, the much-discussed GDR novel “Jacob the Liar,” political philosophy by Plato, Machiavelli, Kant, Nietzsche (“On Truth and Lie in an Extra-Moral Sense”), Simone Weil, Hannah Arendt, and Nina Schick’s 2020 exposé “Deep Fakes: The Coming Infocalypse.” We will apply what we learn from these readings to fake news and social media in order to develop new skills of dealing with manipulative language. Taught in English (with the option of a section in German).

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.213.425. From Peasant Revolts to Artistic Revolts: Heinrich von Kleist’s “Michael Kohlhaas”. 3 Credits.**

Who has a monopoly on violence? What is the relation of the individual to the state? Is there a right to resistance? Who determines what is just or unjust, arbitrary or rational? Is there a power peculiar to art? We will consider these perennial questions of political theory through a careful examination of Heinrich von Kleist’s novella Michael Kohlhaas (1810) and theoretical works by Martin Luther, Hobbes, Rousseau, & Marx.

Distribution Area: Humanities

AS Foundational Abilities: Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.214.241. How To Do Just About Everything: Renaissance Guides to Living Well. 3 Credits.**

How do I make money, gain and keep power, find love, live long, strengthen my memory, avoid depression, cook well, write beautifully, fence, mix paint, counteract poisoning, and create coded messages? The Renaissance had answers to these and many other questions. This course explores a large sampling of advice from the Italian Renaissance. Readings include Machiavelli’s Prince, Della Casa’s Galateo of Manners, Maestro Martino’s Art of Cooking, and selections from Cornaro’s Art of Living Long, Manciolino’s Guide to Swordsmanship, Cennini’s Craftsman’s Handbook, Della Porta’s Natural Magic, Castiglione’s Book of the Courtier, Ficino’s Book of Life, as well as religious sermons, humanist treatises, and books of “secrets.” Secondary literature will provide historical context for the primary texts and tools for recognizing and unpacking the persuasive devices used in these early examples of self-help. Students will become familiar with Italian Renaissance thought and develop analytical and critical skills to examine advice in its cultural and temporal context. The course as a whole will focus on the notion of “core values” and what is at stake when you propose help or seek help. We will also experience some of these “how-to’s”, such as calligraphy, oration, creating codes, and more.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.214.362. Italian Journeys: Medieval and Early Modern. 3 Credits.**

The supernatural is often described as the disruption of universal coherence. It becomes an aggression that challenges the stability of a world in which the natural laws were, until then, intact. The Impossible suddenly happens in a world in which it was banished.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.214.479. Dante Visits the Afterlife. 3 Credits.**

One of the greatest works of literature of all times, the Divine Comedy leads us down into the torture-pits of Hell, up the steep mountain terrain of Purgatory, through the “virtual” space of Paradise, and then back to where we began: our own earthly lives. We accompany Dante on his journey, building along the way knowledge of medieval Italian history, literature, philosophy, politics, and religion. The course also focuses on the arts of reading deeply, asking questions of a text, and interpreting literary and scholarly works through discussion and critical writing. Conducted in English. For undergraduate students only.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.215.406. Novelist Intellectuals. 3 Credits.**

What does a novelist's op-ed about economics have to do with her literary writing? In what ways does a fiction writer's essays on the environment inform how we read her novels? What happens when we find the political opinions of a writer objectionable? This undergraduate seminar will consider what the Spanish writer Francisco Ayala termed "novelist intellectuals," that is, literary writers who actively participate in a society's public sphere. Considering writers from Madrid to New York, from London to Buenos Aires, we will ask how one should hold a novelist's fictional and non-fictional writings in the balance and explore ways of reading that allow us to consider the public intellectual side and the aesthetic side of a novelist together.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**Near Eastern Studies****AS.130.119. Medicine in Ancient Egypt. 3 Credits.**

A survey of medicine and medical practice in Egypt and, to a lesser extent, the ancient Near East in general. The abundant sources range from magical spells to surprisingly "scientific" treatises and handbooks. Readings are selected from translations of primary sources in the writings of ancient Egypt, Mesopotamia, and Israel. Topics will 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.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.130.126. Gods and Monsters in Ancient Egypt. 3 Credits.**

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.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.130.136. History of Hasidism. 3 Credits.**

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.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.130.153. A (Virtual) Visit to the Louvre Museum: Introduction to the Material Culture of Ancient Egypt. 3 Credits.**

This course will present the Egyptological collections of the musée du Louvre in Paris, room by room, as in a real visit. From the Predynastic period, in the 4th millennium BC, to Roman time, the iconic "masterpieces" of this world-renowned art museum, as well as its little-known artifacts, will allow us to explore the history and material culture of ancient Egypt. We will also learn to observe, describe and analyze archaeological objects, in a global manner and without establishing a hierarchy between them, while questioning their place in the museum and its particular language. The objective will be to go beyond the objects themselves and answer, in fine, the following questions: What do these objects tell us about the men and women who produced them, exchanged them, used them, and lived among them in antiquity? What do they also reveal about those who discovered them in Egypt, several millennia later, about those who collected them and sometimes traded them, and what does this say about the relations between Egypt and the Western countries over time?

Distribution Area: Humanities

**AS.130.245. The Archaeology of Gender in the Ancient Eastern Mediterranean. 3 Credits.**

How do art historians and archaeologists recover and study genders and sexualities of ancient people? This writing-intensive seminar looks at texts and objects from ancient Egypt, Assyria, and Greece through the lens of gender and sexuality studies. Beyond exploring concepts of gender in the ancient Eastern Mediterranean, students will also consider how modern scholars have approached, recovered, and written about ancient gender identities. There are no prerequisites for this course.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1)  
Writing Intensive

**AS.130.352. History of Hasidism. 3 Credits.**

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.

Distribution Area: Humanities

**AS.130.420. Research Methods: Arts of the Mesopotamian World: Crafters & Consumers. 3 Credits.**

This hybrid seminar examines in depth a series of artistic case studies over a 3000 year period in the region of what is today Iraq, Syria, and southeastern Turkey, from c. 3500-500 BCE. Discussion will focus on processes of making and contexts of using myriad forms of art and architecture. Topics will include the invention of writing and complex imagery; portraiture and ritual practice; the symbolic value of materials; visual narration; and the uses of space for expressive purposes. We will approach these and other topics through critical engagement with existing scholarship, as well as by direct study of objects in nearby museum collections.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3)  
Writing Intensive



**AS.132.609. Research Methods: Arts of the Mesopotamian World: Crafters & Consumers. 3 Credits.**

This hybrid seminar examines in depth a series of artistic case studies over a 3000 year period in the region of what is today Iraq, Syria, and southeastern Turkey, from c. 3500-500 BCE. Discussion will focus on processes of making and contexts of using myriad forms of art and architecture. Topics will include the invention of writing and complex imagery; portraiture and ritual practice; the symbolic value of materials; visual narration; and the uses of space for expressive purposes. We will approach these and other topics through critical engagement with existing scholarship, as well as by direct study of objects in nearby museum collections.

Distribution Area: Humanities

Writing Intensive

**AS.133.418. Egyptian Art & Material Culture: Principles, Materiality and Challenges. 3 Credits.**

This course is dedicated to the study of the art and material culture of ancient Egypt, spanning from the 5th millennium BCE to the Roman period. The objective of the course is to provide students with a comprehensive understanding of Egyptian art, with a focus on materiality, effective methods of description and analysis, and a command of bibliography. It will also enable students to practice two fundamental aspects of their future professional life: presenting a paper at a conference and submitting an article to an academic journal. In the initial sessions, we will examine the fundamental principles and conventions that define Egyptian art. We will then investigate the natural resources available to Egyptian craftsmen and artists, including nature, origin, networks, and uses. We will analyze the production of works of art through several case studies, focusing on materiality. Finally, we will reflect on the presence of Egyptian works of art in museums around the world. Moreover, the course will provide an opportunity for discourse on professional matters pertaining to engagement with Egyptian antiquities and works of art. The course will be structured around: lectures by the professor or by guest researchers, with the students participating in a dialogue with the lecturers; sessions dedicated to discussions of articles to be read (with two/three articles per session); oral presentations by the students, with the aim of reproducing the conditions of a colloquium or conference. These will include formal presentations and question-and-answer sessions, with all students taking part. At the conclusion of the semester, students will be required to submit a paper in connection with the oral presentation they have prepared. This paper will be presented as a scientific article, and the instructor will evaluate it in the same manner as an anonymous referee.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

**AS.133.618. Egyptian Art & Material Culture: Principles, Materiality, and Challenges. 3 Credits.**

This course is dedicated to the study of the art and material culture of ancient Egypt, spanning from the 5th millennium BCE to the Roman period. The objective of the course is to provide students with a comprehensive understanding of Egyptian art, with a focus on materiality, effective methods of description and analysis, and a command of bibliography. It will also enable students to practice two fundamental aspects of their future professional life: presenting a paper at a conference and submitting an article to an academic journal. In the initial sessions, we will examine the fundamental principles and conventions that define Egyptian art. We will then investigate the natural resources available to Egyptian craftsmen and artists, including nature, origin, networks, and uses. We will analyze the production of works of art through several case studies, focusing on materiality. Finally, we will reflect on the presence of Egyptian works of art in museums around the world. Moreover, the course will provide an opportunity for discourse on professional matters pertaining to engagement with Egyptian antiquities and works of art. The course will be structured around: lectures by the professor or by guest researchers, with the students participating in a dialogue with the lecturers; sessions dedicated to discussions of articles to be read (with two/three articles per session); oral presentations by the students, with the aim of reproducing the conditions of a colloquium or conference. These will include formal presentations and question-and-answer sessions, with all students taking part. At the conclusion of the semester, students will be required to submit a paper in connection with the oral presentation they have prepared. This paper will be presented as a scientific article, and the instructor will evaluate it in the same manner as an anonymous referee. Restricted to: Near Eastern Studies, Museum Studies, History of Art, or Archaeology students.

Distribution Area: Humanities

**Political Science**

**AS.190.385. Urban Policy. 3 Credits.**

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.

Distribution Area: Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.190.471. The University and Society. 3 Credits.**

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.

Distribution Area: Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1)

EN Foundational Abilities: Engagement with Society (FA4)

### Program in Museums and Society

#### **AS.389.140. Antiquity and Its Afterlives: Books, Art, and Culture from Ancient Greece and Rome to the Modern Era. 3 Credits.**

This course explores the surviving “objects” of the ancient Greco-Roman world, and the histories of their excavation, organization, and preservation in museum and library collections. From ancient objects and sculptures, ancient Greek papyri, scrolls, and late-antique and medieval books, to the revival of Greek and Roman traditions in the Renaissance and Enlightenment, we will learn how these objects help shape and transform our understanding of the ancient world over two millennia, up to the formation of the great antiquities museums of the modern era. This hands-on course will take advantage of ancient objects and texts in Baltimore, at the Walters Art Museum, the Baltimore Museum of Art, as well as the Archaeology Museum at JHU and the rare book and manuscript collections of the Sheridan Libraries at JHU.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

#### **AS.389.155. The History of “Fake News” from The Flood to The Apocalypse. 3 Credits.**

A sweeping historical engagement with fakes, lies, and forgeries from the ancient world to the digital age, explored through JHU’s Bibliotheca Fictiva collection of rare books and manuscripts—the largest research collection on this subject in the world. Topics include ancient papyri, biblical apocrypha, medieval manuscript forgeries, archaeological and textual forgeries of the Renaissance, false travelogues of the Age of Exploration, pecuniary forgery in the 19th century, art forgery, and the advent of “fake news” in the digital era.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

#### **AS.389.165. Hands on History: Material Cultures of Knowledge from Antiquity to the Digital Age. 3 Credits.**

This hands-on course deals entirely with JHU’s collections of rare books and manuscripts as a springboard to build skills in the close visual and physical examination of rare books and manuscripts. You will investigate the technological and aesthetic transformation of textual artifacts from ancient papyri to Gutenberg imprints to digital surrogates, and contribute to the accumulation of historical clues about their meaning and significance as material cultural objects. You will learn what goes into curating and conserving book and manuscript collections today, and how to evaluate the quality and significance of collections. Materials/topics will include ancient Babylonian cuneiform and Egyptian papyri; medieval illuminated manuscripts; incunabula; Renaissance illustrated books of the Scientific Revolution and Spanish Golden Age; cheap print and unique ephemera; early books by and about women; forgeries; and “digital humanities” initiatives at JHU. Students will make regular visits to the Special Collections Reading Room in the BLC throughout the semester.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

#### **AS.389.201. Introduction to the Museum: Past and Present. 3 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.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

#### **AS.389.233. Exhibiting Cultures. 3 Credits.**

This course critically examines the role of exhibitions in shaping cultural narratives and public understanding of people and places across the globe. Students will explore the history, theory, and practice of exhibiting cultures in museums, galleries, and digital platforms. Topics include curatorial ethics, representation and identity, postcolonial critiques, audience engagement, and the impact of emerging technologies on exhibition design. Through case studies and hands-on projects, students will analyze how cultural heritage is displayed and interpreted, considering issues of appropriation, authenticity, and inclusivity. The course culminates in a final project where students conceptualize and design their own cultural exhibition proposal.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

#### **AS.389.260. Cultural Heritage in Crisis. 3 Credits.**

We explore the possible futures of cultural heritage and museums in times of accelerating climate change, pandemics, armed conflict and political and social turmoil by examining past and contemporary events.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

#### **AS.389.265. Hopkins History Through the Archives. 3 Credits.**

Archives are where history is documented, and archives have tremendous power over whose stories get told. This course will critically examine the relationship between archival practice and public history by using John Hopkins University as a case study. We will work closely with archivists in the Special Collections Department and archives across Baltimore to get a firsthand look at how local archives shape public history, collective memory, and institutional silences. Students will learn how public historians, archivists, community activists, and students themselves can work together to do reparative research that advances social justice in their own communities.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.389.305. Oral History: Recording Voices Today for the Archives of Tomorrow. 3 Credits.**

Oral Histories are a means by which history is both generated and preserved. Talking to and recording people in their own voices is immensely valuable, but also brings challenges. This course equips students with the ideas, theoretical framework and methods of making and interpreting oral histories and provides hands-on experience researching, designing and creating an archival record of our time to professional standards. Our project focuses on Baltimore's Confederate monuments. We will interview key stakeholders in debates that led to their removal and in ongoing conversations about what to do with them now.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.389.313. Data and the Digital in Museums. 3 Credits.**

Digital media play an increasingly significant role in museums from how museums share and narrate their collections online to the use of AI to catalog things and create metadata about them. This class explores critically how digital tools work to tell stories and invites students to unpack the resulting museum narratives. Students will learn by doing, creating a digital exhibit of five museum objects using Omeka and later transforming their exhibits by creating data of their own design to tell a new story about their objects. This new narrative will apply critical perspectives considered in the course such as, but not limited to, repatriation, critical cataloging, and geo-politics.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Projects and Methods (FA6)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.389.314. Researching the Africana Archive: Black Cemetery Stories. 3 Credits.**

This course addresses the historic role of the African American cemetery as sacred and political space, with important links to other Black institutions. Operating in partnership with Mount Auburn Cemetery in Baltimore, owned and operated by the Sharp Street Memorial United Methodist Church, we will visit the cemetery and related locations in Baltimore throughout the semester. Our collective goal is to research and share stories that further the interests of these important and vulnerable sites.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.389.315. Ancient Color: The Technologies and Meanings of Color in Antiquity. 3 Credits.**

What role did the colorful surfaces of sculptures, vessels and textiles play in the ancient world? We examine historical texts and recent scholarly and scientific publications on the technologies and meanings of color in antiquity, and use imaging and analytical techniques to study polychromed objects from the Johns Hopkins Archaeological Museum

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**AS.389.322. Tigers to Teapots: Collecting, Cataloging, and Hoarding in America. 3 Credits.**

This course examines material culture through the lens of personal collecting. Focusing on the United States, students will explore how collectors influenced the holdings of the nation's museums, including JHU's Evergreen and Homewood Museum, and contemplate how collecting, for public and private purposes, shapes status and taste in America. This course will also address how collections are organized, displayed, and conserved and will delve into psychological and environmental aspects of collecting and hoarding.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.389.325. Women of the Book: Female Miracle Workers, Mystics, and Material Culture, 1450-1800. 3 Credits.**

From psycho-spiritual autobiographers to mystical bi-locating nuns, convent crèche-keepers to choristers of sacred music, from rock-star-status mystics to the hidden careers of women printers, engravers, and miracle-makers, this course will explore the remarkable intellectual, cultural, and imaginative contributions of women who found refuge, agency, and power within alternative lives.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.389.341. Museum Education for Today's Audiences. 3 Credits.**

Go behind the scenes of the Baltimore Museum of Art's Education Department and develop and implement programs for college students in conjunction with an exhibition about women and art in early modern Europe.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.389.347. Landscaping Baltimore: Interpreting the City through its Parks, Campuses, and Neighborhoods. 3 Credits.**

This course will explore the landscape history of Baltimore City, including JHU's Homewood campus, Evergreen Museum, and surrounding areas. Special attention will be paid to the role of the Frederick Law Olmsted, and the Olmsted design firm, who played an important role in the development of several Baltimore parks and neighborhoods. This class will culminate in either small student exhibition or creation of a public-facing tour.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Citizens and Society (FA4), Projects and Methods (FA6)

EN Foundational Abilities: Engagement with Society (FA4)

Writing Intensive

**AS.389.348. Queer Oral History. 3 Credits.**

Students learn to conduct, analyze, and interpret their own oral histories as they contribute to a wide-ranging project documenting queer worldmaking in the Baltimore-Washington D.C. region. We engage with scholarship from performance studies, queer of color critique, LGBTQ history, and public humanities to consider the politics of storytelling and the promises of public-facing oral history projects. Students have the option of developing podcasts, multimedia projects, and public humanities proposals as their final assignment.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.389.350. Greening Museums in Times of Climate and Ecological Crisis. 3 Credits.**

Museums across the globe are rewriting their infrastructure, energy use, waste management, and exhibitions and conservation policies and practices to respond to our ecological crises. Students will conduct field research and analyze data; investigate “next” practices, case studies, and the challenges particular to museums; and write a white paper; all with an eye towards contributing to the BMA’s Turn Again to the Earth initiative - an eco-challenge, sustainability planning, and suite of art exhibitions dedicated to environmental themes.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

**AS.389.405. Visualizing Africa. 3 Credits.**

Examines the history of African art in the Euro-American world, focusing on the ways that Western institutions have used African artworks to construct narratives about Africa and its billion residents.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

Writing Intensive

**AS.389.410. Public Humanities & Social Justice. 3 Credits.**

Investigates collaborative humanities methods that foster democratic participation among publics more broadly conceived than the academy, including participatory action research, collaborative oral history, indigenous research methods, interactive theater, participatory archival practices, and cooperative models for connecting art, artists, and audiences. Course focuses on queer, trans, and Black histories in Baltimore, includes excursions to local cultural institutions, and is co-taught by prominent public humanists, artists, and activists from Baltimore and beyond.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Democracy (FA4.1), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

**AS.389.420. Curatorial Seminar: European Art. 3 Credits.**

Working in collaboration with staff from the Baltimore Museum of Art, students assess the opportunities and challenges of the European collections; research select objects; contribute to the department’s collections development plan; and conceptualize new, more global and more inclusive approaches to the displays.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

**Sociology****AS.230.306. Plagues, Power, and Social Control. 3 Credits.**

While developments in biomedicine and health care have led to the eradication, cure and management of many human health problems, disease, illness and health have also been the focus for aggressive social controls and population management. The technologies and practices of disease control and health management have been foundational to some of the most aggressive structures of oppression in recent history such as the Jewish Ghetto, the Concentration Camp, the South African Township and techniques of segregation. This course seeks to explore how epidemics and disease control are linked to larger questions of power, state craft and international dynamics. This course asks how have outbreaks of infectious disease shaped social and political action? How do societies respond to outbreaks and why? What do epidemic moments tell us about global structures of power and the dynamics of control? Drawing on historical cases including plague during the European Renaissance and before, the HIV/AIDS Pandemic and the West African Ebola Outbreak of 2013-2016, this course will introduce students to the history and practices of disease control as well as important theoretical perspectives by which to understand the sociological and historical effects of disease and the responses to them. Students will engage sociological concepts such as biopolitics, social construction of disease and illness and biosecurity and produce a final research paper examining the outcomes and responses to an epidemic event to show mastery of the topics covered in the course.

Distribution Area: Social and Behavioral Sciences

AS Foundational Abilities: Writing and Communication (FA1), Science and Data (FA2), Citizens and Society (FA4)

Writing Intensive



## Study of Women, Gender, & Sexuality

### AS.363.201. Introduction to the Study of Women, Gender, and Sexuality. 3 Credits.

This course will serve as an intensive introduction to contemporary approaches to theories of gender and sexuality, and their relationship to cultural production and politics. Students will develop a historically situated knowledge of the development of feminist and queer scholarship in the 20th and 21st centuries, and consider the multiply intersecting forces which shape understandings of sexual and gender identity. We will consider both foundational questions (What is gender? Who is the subject of feminism? What defines queerness?) and questions of aesthetic and political strategy, and spend substantial time engaging with feminist and queer scholarship in comparative contexts. Students will be introduced to debates in Black feminism, intersectionality theory, third world feminism, socialist feminism, queer of colour critique, and trans\* theory. We will read both canonical texts and recent works of scholarship, and the final weeks of the course will be devoted to thinking with our theoretical and historical readings against a selection of feminist and queer literature and cinema. No prior familiarity with the study of gender and sexuality is necessary.

Distribution Area: Humanities, Social and Behavioral Sciences

AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)

EN Foundational Abilities: Engagement with Society (FA4)

### AS.363.254. Trans Studies. 3 Credits.

This interdisciplinary course will introduce students to key issues in Trans Studies. Topics may include: contemporary trans politics, trans medicalization, indigenous and non-Western forms of gender variance, US trans history across class and race, and trans global governance. We will focus on how institutions, such as policing and medicine, and world-historical forces, such as capitalism, colonialism, and Atlantic slavery, have shaped trans history and politics.

AS Foundational Abilities: Culture and Aesthetics (FA3), Citizens and Society (FA4)

EN Foundational Abilities: Creative Expression (FA3), Engagement with Society (FA4)

### AS.363.302. Feminist and Queer Theory: Women in Western Thought and Introduction. 3 Credits.

Women in Western Thought is an introduction to (the history of) Western thought from the margins of the canon. The class introduces you to some key philosophical questions, focusing on some highlights of women's thought in Western thought, most of which are commonly and unjustly neglected. The seminar will be organized around a number of paradigmatic cases, such as the mind/body question in Early Modern Europe, the declaration of the rights of (wo)men during the French revolution, the impact of slavery on philosophical thought, the MeToo debate and others. By doing so, the course will cover a range of issues, such as the nature of God, contract theory, slavery, standpoint epistemology, and queer feminist politics. Students will engage with questions about what a canon is, and who has a say in that. In this sense, Women in Western Thought introduces you to some crucial philosophical and political problems and makes you acquainted with some women in the field. The long term objective of a class on women in Western thought must be to empower, to inspire independence, and to resist the sanctioned ignorance often times masked as universal knowledge and universal history. People of all genders tend to suffer from misinformation regarding the role of women and the gender of thought more generally. By introducing you to women who took it upon themselves to resist the obstacles of their time, I am hoping to provide role models for your individual intellectual and political development. By introducing you to the historical conditions of the exclusion and oppression of women (including trans and queer women as well as black women and women of color), I hope to enable you to generate the sensitivities that are required to navigate the particular social relations of the diverse world you currently inhabit. By introducing philosophical topics in this way, I hope to enable you to have a positive, diversifying influence on your future endeavours.

Distribution Area: Humanities

AS Foundational Abilities: Writing and Communication (FA1), Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

Writing Intensive

### AS.363.346. Queer Performativity. 3 Credits.

Introduces students to the intersections of queer theory, performance studies, and LGBTQ history with a focus on "queer worldmaking" the ways in which performances—both theatrical and everyday rituals—have the ability to establish alternative views of the world. Case studies include the ballroom scene in Baltimore and beyond, migratory street youth subcultures, and queer nightlife. This course also offers a unique lens on the archive and historical research by approaching embodied memory, gestures, and ritual as systems for learning, storing, and transmitting cultural knowledge.

Distribution Area: Humanities

AS Foundational Abilities: Culture and Aesthetics (FA3), Ethics and Foundations (FA5)

EN Foundational Abilities: Creative Expression (FA3)

For current faculty and contact information go to <http://history.jhu.edu/people/>