



July 3, 2023

Sanjay Rai, PhD
Acting Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

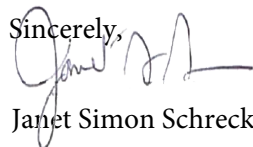
Dear Dr. Rai:

On behalf of Provost Gange, I write to request your review and endorsement of the enclosed proposal. The Krieger School of Arts and Sciences proposes a **Bachelor of Arts in Moral and Political Economy**.

The B.A. in Moral and Political Economy is a selective interdisciplinary major that focuses on training students to think about economic problems in their social, cultural, moral, and political contexts. The major will consist of an introductory sequence, "Social Theories of the Economy"; a reading seminar; an intensive research lab; introductory macro and microeconomics, five electives; and a mandatory senior thesis. Four of each student's courses must align with a "focus track" designed by the student and approved by the program.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is endorsed by The Johns Hopkins University.

Should you have any questions or need further information, please do not hesitate to contact Westley Forsythe at (410) 516-0188 or wforsythe@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,


Janet Simon Schreck, PhD
Senior Associate Vice Provost for Academic Affairs

cc: Dr. Stephen Gange

Dr. Westley Forsythe

Enclosures



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

| | |
|---------------------------------|--|
| Institution Submitting Proposal | |
|---------------------------------|--|

Each action below requires a separate proposal and cover sheet.

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

| Payment Submitted: | Yes No | Payment Type: | R*STARS # Check # | Payment Amount: | Date Submitted: |
|--|--------|---------------|--|--|-----------------|
| Department Proposing Program | | | | | |
| Degree Level and Degree Type | | | | | |
| Title of Proposed Program | | | | | |
| Total Number of Credits | | | | | |
| Suggested Codes | | | HEGIS: | CIP: | |
| Program Modality | | | On-campus | Distance Education (<i>fully online</i>) | Both |
| Program Resources | | | Using Existing Resources | Requiring New Resources | |
| Projected Implementation Date | | | Fall | Spring | Summer Year: |
| Provide Link to Most Recent Academic Catalog | | | URL: | | |
| Preferred Contact for this Proposal | | | Name: | | |
| | | | Title: | | |
| | | | Phone: | | |
| | | | Email: | | |
| President/Chief Executive | | | Type Name: | | |
| | | | Signature: | | |
| | | | Date of Approval/Endorsement by Governing Board: | | |

Revised 1/2021

Contents

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Johns Hopkins University is pleased to submit a proposal for a new undergraduate major and Bachelor of Arts in Moral and Political Economy. Offered by the Krieger School of Arts and Sciences, the B.A. program in Moral and Political Economy is a selective interdisciplinary major that focuses on training students to think about economic problems in their social, cultural, moral, and political contexts. The major will consist of an introductory sequence, "Social Theories of the Economy"; a reading seminar; an intensive research lab; introductory macro- and microeconomics, five electives; and a mandatory senior thesis. Four of each student's courses must align with a "focus track" designed by the student and approved by the program.

The mission of The Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. The mission of the Krieger School is discovery—the creation of new knowledge through research and scholarship, and the education of its students, undergraduate and graduate alike, through immersion in this collaborative process. The proposed program aligns with both of these missions, as discussed below.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The 2020 report of the university's Second Commission on Undergraduate Education includes the following recommendations regarding the curriculum: increase the flexibility of the major requirements where needed to enable intellectual exploration; enable professional school faculty to teach undergraduates more easily and often; and provide foundational abilities for lifelong flourishing and learning. (In defining those "foundational abilities," the report recommends that students should: (1) recognize the importance of language and have a command of it as readers, writers, and speakers; (2) develop facility with scientific, numerical, and algorithmic reasoning and be able to use computational and analytical methods; (3) recognize the importance of complex creative expressions and cultivate their intellectual and emotional responses to aesthetic and cultural experiences; (4) engage effectively as citizens of a diverse world informed by an understanding of historical inequities, bigotry, prejudice, and racism in our society; (5) be reflective, effective ethical agents; (6) be able to independently conceptualize and complete large-scale, consequential projects.)

The proposed B.A. in Moral and Political Economy is specifically designed to contribute to each of these goals. Its curriculum encourages students to think flexibly across disciplines, in conceiving novel and integrated approaches to problems of ongoing social concern. Its Faculty Advisory Board will be well-integrated into the university's professional schools, including representation from SAIS, and its subject matter is conducive to issues of interest

to faculty at the Bloomberg School of Public Health, the School of Education, and the Carey Business School. Its introductory and foundational courses are writing- and reading-intensive, training students to interpret and employ language and rhetoric; and it requires multiple courses in economics, which will familiarize students with scientific and quantitative reasoning. It is our belief that students will benefit from learning to use these tools in ways that acknowledge the rich historical, ethical, and aesthetic dimensions of political economy. And our curriculum requires all students to complete a senior thesis, compelling them to think in integrative ways across disciplines and to learn the skills involved in completing a substantial independent project.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The Hewlett Foundation has provided the costs of supporting an Associate Director (\$78,000/year base salary), Program Coordinator (\$63,500/year base salary), and all the postdoctoral fellows (\$65,000/year base salary; 2 in year 1, 4 in year 2, and 6 in year 3) for the first three years of the program. In accepting the gift agreement Johns Hopkins committed to cover these costs thereafter. The salary of the faculty director and the Faculty Advisory Board are paid separately and do not require additional funds for program implementation.

4. Provide a description of the institution's commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program**
- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

As outlined in the response to question A.3, Johns Hopkins has made provision (with outside grant support from the Hewlett Foundation) to fund the costs for an Associate Director, a Program Coordinator, and six postdoctoral fellowships on an ongoing basis. If approved as a new degree program, this funding will allow for its indefinite continuation. The university has also made formal commitments "to provide sufficient office space in the SNF Agora building (and in 555 Pennsylvania as needed) for all of the programmatic needs of the center," including 250 square feet of private office space and 500 square feet of shared offices, and will provide full support for all other technical requirements, comparable to that provided for all other degree programs at the university.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a) The need for the advancement and evolution of knowledge**

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The B.A. in Moral and Political Economy will make significant contributions to the advancement and evolution of knowledge. In recent years many scholars have expressed frustration at the incapacity of both economists and humanists to engage in meaningful dialogue with one another. This problem has been exacerbated by the siloing of undergraduate into disciplines that offer intensive training in specific methods, which have over the past half-century become very difficult to reconcile. What students learn in a course on the “history of capitalism,” for instance, is very difficult to integrate with what is taught in first-year micro and macro courses offered by most economics departments — and vice-versa. Many of the best students in these disciplines then enter Ph.D. programs that offer even more specialized habituation into the internal logic of their chosen field. The B.A. in Moral and Political Economy has been designed to provide students with the capacity to think rigorously across these disciplinary logics from the early stages of their undergraduate experience. Over the longer term, we believe that this is the most likely route to developing future scholars and policymakers who are capable of challenging and transcending established assumptions, rather than merely reproducing them. Given the many challenges of contemporary political economy — for leaders at local, state, national, and transnational levels — there is a vital need to foster new ideas and approaches.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The proposed program is well aligned with the strategies outlined in the 2017–2021 Maryland State Plan for Postsecondary Education. Strategy 9 calls for Maryland to “strengthen and sustain development and collaboration in addressing teaching and learning challenges,” recommending ‘flipped’ classrooms and co-requisite education. Our program allows students to draw in focused ways on co-requisites across multiple disciplines; and it is centered on small tutorials and structured, independent research projects, which require students to learn through direct engagement rather than through rote memorization, as the State Plan recommends. Strategy 10 calls for the state to “expand support for research and research partnerships,” specifically encouraging cooperation across faculties and institutions. Our program is designed to integrate with JHU’s professional schools, specifically drawing upon faculty with joint appointments at the School for Advanced International Studies; and it encourages direct involvement of undergraduates in collaborative research efforts. Strategy 11 calls for the state to “encourage a culture of risk-taking and experimentation.” With its problem-solving orientation, and emphasis on the senior thesis, our program is designed to teach students to think in creative and unusual ways across disciplines, a process that necessitates innovation and the embrace of risk.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

It is anticipated that many graduates of the program will go on to professional studies at the graduate level, although students pursuing the major will have excellent preparation for pursuing graduate studies in a range of humanities and social science disciplines and for pursuing immediate employment in careers that prioritize a background in political economy. Related programs nationwide have also long been known as incubators for students hoping to pursue degrees in law or careers in government service.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The state of Maryland ranks first in the nation in federal jobs per capita, and second in the nation in the percentage of its workforce devoted to professional and technical work (29.2%). The B.A. in Moral and Political Economy is uniquely well-situated to train students at Johns Hopkins for future careers in these fields. It requires a facility with economic concepts that are important to success in business enterprise, and also a broad political and contextual awareness that is important for careers in government service. Further, its emphasis on innovative and original cross-disciplinary research, and its orientation toward problems of pressing concern, will help to inspire future members of the Maryland workforce to pursue new approaches to longstanding social and economic challenges.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The 2021 JHU First Destination Survey indicated that 9.6% of new graduates gained employment in management consulting, 4.05% in investment banking, and 2.53% in legal and law enforcement; the major would serve as excellent preparation for any of these paths.

4. Provide data showing the current and projected supply of prospective graduates.

Evidence suggests that there would be substantial demand for the B.A. in Moral and Political Economy. The program in Law, Letters, and Society at the University of Chicago — a similar cross-disciplinary major at a university with a comparable number of undergraduates and historical ranking — regularly attracts 80–100 applicants for the 40 positions it makes available in each class. The program in Social Studies at Harvard University — which also shares many continuities with the proposed major — regularly attracts more than 80 undergraduates into its entering classes. At Johns Hopkins, interdisciplinary programs, such as Neuroscience, International Studies, and Medicine, Science, and the Humanities, are among the university's most popular majors.

D. Reasonableness of Program Duplication:

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

There are no directly equivalent programs at the undergraduate level at other postsecondary institutions in Maryland. The most similar program is the “Philosophy, Politics, and Economics Major (PPE)” at the University of Maryland, which also allows students to take coursework across the economics, philosophy, and political science departments. That program, however, is housed under the Department of Philosophy, and has a more structured curriculum including nine required courses, with no “focus track” or mandatory senior thesis.

A number of universities around the country offer integrated programs that enable students to pursue coursework across disciplines on topics related to political economy. Some of the most directly analogous programs include Social Studies at Harvard University and Law, Letters, & Society at the University of Chicago. Both of these programs are selective cross-disciplinary majors that allow students to pursue courses in a range of disciplines and require a “focus field” and a senior thesis as a means of directing and integrating student coursework.

- 2. Provide justification for the proposed program.**

The proposed major will result in a B.A. degree that will be especially desirable for students wishing to apply to law school or to pursue careers in government service. Those pursuing both careers benefit from some background in economics, but also require thorough training in writing and rhetoric, and an ability to move with facility between quantitative and qualitative evidence. Further, they require a capacity to pursue independent research, and to address complex and multifaceted problems, that the curriculum is designed to foster.

The proposed program also fills an important intellectual niche: many students want to achieve sufficient background in economics to apply for positions in consulting and finance after graduation, but are also eager to consider other means of understanding the pressing social challenges of our time. The B.A. in Moral and Political Economy provides these students with the capacity to fulfill both ambitions simultaneously, via an integrated curriculum that encourages them to use quantitative tools thoughtfully and in context.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

- 1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.**

The proposed major and B.A. degree in Moral and Political Economy would not directly affect the implementation or maintenance of high-demand programs at HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

The proposed major and B.A. degree in Moral and Political Economy would not directly affect the implementation, maintenance, uniqueness, identity, or mission of Maryland's Historically Black Institutions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The program in Moral and Political Economy was established under the oversight of the Center for Economy and Society, a new cross-disciplinary initiative directed by Steven Teles (Political Science) and with a leadership committee consisting of Yuen Yuen Ang (Political Science), Angus Burgin (History), Henry Farrell (Agora Institute, SAIS), and Ling Chen (SAIS). The inaugural director of the program will be Angus Burgin. Its initial Faculty Advisory Board will consist of the faculty leadership of the CES, as well as two additional faculty members the university has committed to hiring via searches organized by CES. Over time we also expect to include a diverse cross-section of additional faculty members chosen from among those in Appendix B. At all times the majority of the Faculty Advisory Board will be Homewood Faculty. The university has also committed to hiring an Associate Director who will help to oversee academic advising for students in the program and its senior thesis seminar.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Students who graduate with a B.A. in Moral and Political Economy should be able to:

- make effective written arguments
- understand, interpret, and synthesize complex texts
- use both quantitative and qualitative evidence in ways that recognize their respective strengths and limitations
- pursue to completion a substantial, independent research project

3. Explain how the institution will:

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

The program will use a variety of techniques to assess student learning outcomes in the program. First, it will use Qualtrics surveys annually to assess students' experiences in the program and their perceived learning outcomes. Second, it will use focus groups to

evaluate program structure and requirements, to assess learning outcomes, and to explore possible future developments. Third, it will conduct regular cross-samples of student writing from the introductory course, the “Research Lab,” and the senior thesis, to evaluate student achievement of the program’s learning objectives as outlined in G.2. The survey data and cross samples will be archived to provide ongoing documentation of our efforts to assess and improve learning outcomes for our students.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Most students will declare their intent to major in “Moral and Political Economy” prior to the start of their sophomore year. Their formal coursework in the major would begin with the two-semester introductory course “Social Theories of the Economy,” to be taught each year by at least two faculty members (chosen from among the Director of the major, the Executive Director of the Center for Economy and Society, the postdoctoral fellows, and/or the members of the major’s Faculty Advisory Board). The specific texts assigned will vary as appropriate to take full advantage of the instructors’ specific expertise.

Prior to the spring semester of the sophomore year, each student will propose a “Focus Track” that identifies a crucial problem in “Moral and Political Economy” that their coursework will be oriented to address. The major will provide at least six predetermined focus tracks, as defined and approved by the Faculty Advisory Board, and the Associate Director will pre-approve courses each semester that align with these tracks’ requirements. The major will also allow students to propose original “Focus Tracks” that align with their specific interests; in that event, the Associate Director would need to approve the proposed original “Focus Track,” as well as each of the specific courses that the student would like to count toward its requirements.

During the junior year students will pursue an intensive reading seminar on a specific theme (topics will vary based on the interests of the six postdoctoral fellows) as well as an intensive research lab, which will be directed toward the creation of a substantial piece of independent research (15–20pp.). Additionally, students will select five courses taught in other departments and approved by the major (see Appendix A for examples). At least four of each student’s courses (among the reading seminar, the research lab, and/or the electives) must address the issues identified in their declared “Focus Track.” Further, at least two of the five electives must be at the 300 level or above, at most two of the five electives can be listed within the Economics Department, and at most three of the five electives can be listed within any other individual discipline.

Students will be allowed to request a change to their “Focus Track” through the end of the spring semester of their junior year, but in doing so will need to demonstrate that their remaining coursework can meet the parameters of the new track. Additionally, we anticipate that some students may wish to apply to change into the major after the usual entry period. It is possible for students to enroll in “Social Theories of the Economy” and the junior reading and research seminars concurrently, so the major will consider applications through the end of the sophomore year. Given the challenging requirements for the major, such applications will only be accepted from students with exceptional records who have already completed a significant proportion of the Economics and distribution requirements for the degree.

The postdoctoral fellows' primary teaching responsibilities will involve serving as teaching assistants for the introductory course "Social Theories of the Economy," offering intensive reading seminars and research labs oriented toward juniors in the major, and assisting with the advising of senior theses. While postdoctoral fellows have less teaching experience and provide less continuity than tenure-line faculty, they will help to enable the major's emphasis on small, intensive seminars focused on cutting-edge and cross-disciplinary research methods. Their teaching will be observed and supported by the Teacher Support Specialist at the Center for Teaching Excellence and Innovation, and they will participate in periodic workshops and professional development sessions with the Associate Director of the major. Their teaching performance and reviews will be overseen and discussed on a semi-annual basis by the Director of the Major and the Faculty Advisory Board.

Here are some examples of possible Focus Tracks – each presented with four examples of courses listed in "Appendix A" that would count toward its specific requirements:

Sample Focus Track 1: The Moral Economy of Climate Change

- 070.495 Householding on a Warming Earth (Anthropology)
- 180.246 Environmental Economics (Economics)
- 060.318 Contemporary Literature and Climate Change (English)
- 190.396 Capitalism and Ecology (Political Science)

Sample Focus Track 2: Cities in a Global Economy

- 070.221 Cityness: Anthropology and the Urban Experience (Anthropology)
- 180.210 Migrating to Opportunity? (Economics)
- 100.413 London 1580-1830 (History)
- 190.314 Asian Cities in Comparative Perspective (Political Science)

Sample Focus Track 3: Gender and the Economy

- 300.301 Women and Work in the US (Comparative Thought and Literature)
- 180.349 Economics of Race, Gender and Culture (Economics)
- 150.436 Philosophy of Gender (Philosophy)
- 190.491 Political Economy of Gender (Political Science)

Sample Focus Track 4: The Politics of Economic Development

- 180.228 Economic Development (Economics)
- 310.318 Eurasia's Transformation and the Global Implications (East Asian Studies)
- 100.260 Boom, Bust, and the Rise of Financial Capitalism in America (History)
- 140.339 Science & Technology in the Development of Modern Latin America (History of Science, Medicine, and Technology)

Sample Focus Track 5: Race and Inequality

- 070.250 Power and Place in the Segregated City (Anthropology)
- 180.252 Economics of Discrimination (Economics)

- 190.437 Race and Ethnic Politics in the US (Political Science)
- 230.389 The Value of Life: Racism, Capitalism, and Health (Sociology)

Sample Focus Track 6: Corporations and Democracy

- 196.301 Social Entrepreneurship, Policy, and Systems Change: The Future of Democracy (Agora)
- 300.402 What is a Person? Humans, Corporations, Robots, and Trees (Comparative Thought and Literature)
- 180.310 Economics of Antitrust (Economics)
- 190.348 Business, Finance, and Government in E. Asia (Political Science)

Sample Focus Track 7: The Ethics and Economics of Artificial Intelligence

- 070.375 Technology, Trust, and Expertise (Anthropology)
- 060.109 Robots, Androids, and Slaves (English)
- 140.396: Encoding Bias: Algorithms, Artificial Intelligence, and the History of Computing (History of Science, Medicine, and Technology)
- 150.313 Technology, Democracy, and Social Justice (Philosophy)

Sample Focus Track 8: Social Class in an Age of Deindustrialization

- 070.413 Reading Marx (Anthropology)
- 180.355 Economics of Poverty/Inequality (Economics)
- 100.497 The Year 1968: Rebels, Revolutions, and Right-Wing Backlash (History)
- 230.405 Neoliberalism (Sociology)

During the junior year students will be strongly encouraged to participate in a semester in D.C. program, housed at 555 Pennsylvania Avenue, which will foreground an intensive research lab designed to engage the students in archival and interview sources in the nation's capital, in conjunction with other seminar offerings from postdoctoral fellows (including a course designed to teach students how to write about complex topics in political economy for a broad general audience) and electives available from the School of Advanced International Studies.

Finally, each student will be required to complete a senior thesis. Most will complete our "Senior Thesis Seminar," under the direction of our Associate Director, and will work directly with a postdoctoral fellow who is assigned to advise the proposed research project; but for dual majors, the program will allow senior theses to be completed under the auspices of a different department.

Sample program of study:

- Introductory Course, two semesters, "Social Theories of the Economy" (6 credit hours) (completed by the end of sophomore year; students can petition to complete in junior year)
- Reading Seminar (3 credit hours) (completed by the end of junior year)

- Research Lab (3 credit hours) (completed by the end of junioryear)
- Elements of Macroeconomics (180.101, 3 credit hours) (completed by the end of junior year)
- Elements of Microeconomics (180.102, 3 credit hours) (completed by the end of junior year)
- Five courses taken from a selection of offerings approved for consideration by the major. (A sample of relevant courses from the last two academic years is included in Appendix A.) Between these electives, the Reading Seminar, and the Research Lab, at least four courses must align with a “Focus Track” of the student’s design. (15 credit hours)(completed by the end of senior year)
- Completion of a senior thesis. We anticipate that many students will do so by enrolling in our “Senior Thesis Seminar,” but we will accept theses completed in other departments for the B.A. degree. (prerequisite: completion of the Research Lab)(6 credit hours)(completed by the end of senior year)

Total credits: 39

Honors: All students are expected to complete the senior thesis. They will graduate with honors if they maintain coursework in the major with a GPA of 3.5 or above.

5. Discuss how general education requirements will be met, if applicable.

To earn a bachelor’s degree, students in the Krieger School of Arts & Sciences must complete not only the requirements for their departmental or interdisciplinary major(s) but also at least 9 credits in the humanities, 9 credits in the social sciences, and 9 credits in the natural sciences, quantitative, or engineering. This requirement ensures that every student is exposed to ideas from the three principal disciplinary divisions of the modern liberal arts curriculum. The distribution requirement is thus formulated to align with the school’s conviction that a liberal arts education requires a breadth of intellectual perspectives and approaches, as well as breadth in the academic and social values to which students are exposed.

Apart from these distribution requirements, a key goal of undergraduate education at JHU is ensuring that students graduate with proficiency in oral and written communication. In support of this goal, the Krieger School requires that all undergraduates complete 12 credits in “writing intensive” courses. Many students fulfill at least one such course via Expository Writing, a course that is specifically formulated to teach students the basic writing skills of academic argument.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

Not applicable.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The Associate Director will serve as primary advisor regarding matters related to the major, supplemented by the advising services of the Office of Academic Advising. All information about curricular and course and degree requirements for the B.A. in Moral and Political Economy, as well as the nature of faculty/student interaction and the availability of academic support services, will be made fully accessible on an ongoing basis on the department website. Prior to enrollment in the major students will not be expected to have special technology competence and skills or access to specific technical equipment. Like other majors and minors at Johns Hopkins, the B.A. in Moral and Political Economy will use Canvas as a learning management system. The university has made extensive Canvas training available (see <https://cte.jhu.edu/tools-and-tech/lms-migration>) to ensure broad facility with its usage. The Associate Director will ensure that additional academic support services and resources appropriate to each student's needs are clarified on a regular basis. Information about available electives will be distributed weeks in advance of undergraduate registration (in November for the Spring Semester, in December for Intersession, and in April for the Fall Semester).

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

All advertising, recruiting, and admissions materials will require the approval of the Director of the program, will be reviewed annually by the Faculty Advisory Board, and will be subject to the rigorous oversight of the Academic Council of the Krieger School of Arts and Sciences.

H. Adequacy of Articulation

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).**

See Appendix B for a list of faculty who whose courses would count toward the degree requirements for the program. The faculty come from a broad range of Humanities and Social Sciences departments at Johns Hopkins, which are respected as among the best in their fields. Additionally the program will benefit from the teaching of six postdoctoral fellows, who will be chosen from competitive and cross-disciplinary search processes. Each fellow will be appointed for a single three-year term. The fellows will be expected to teach two courses each semester, and to advise undergraduate theses in the major.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students**
- b) The learning management system**
- c) Evidenced-based best practices for distance education, if distance education is offered.**

Johns Hopkins offers extensive training for faculty and graduate instructors through the Center for Teaching Excellence and Innovation. All postdoctoral fellows will meet for annual training with the Center's teacher support specialist, and will undergo classroom observations and feedback sessions to receive input from experienced teachers about pedagogy that aligns with our students' needs. All faculty have the opportunity to attend regular supplementary workshops in the learning management system for the Krieger School of Arts and Sciences.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

Students will have access to the Milton S. Eisenhower Library on the Homewood campus, which is ranked as one of the nation's foremost facilities for research and scholarship. Its collection of more than 3.7 million books, 900,000 e-books, several million microfilms, and more than 171,000 print and e-journals has been assembled to support the academic efforts of the University. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians help students electronically and the library maintains an extensive web site to take visitors through all of its services and materials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for

classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The university has also allocated physical space for the major's administrators and postdoctoral fellows. Courses will be taught using the university's existing classroom capacity. No additional facilities will be required.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

b) A learning management system that provides the necessary technological support for distance education

Not applicable.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

The proposed B.A. in Moral and Political Economy is a substantial focus of a recent \$12,000,000 gift to Johns Hopkins from the William and Flora Hewlett Foundation. Resources from that gift have been allocated to establish an Associate Director, a Program Coordinator, and six postdoctoral fellowships devoted to instruction in the program, which the university has committed to fund on an ongoing basis once the term of the gift agreement has concluded. Additional resources are not required, as students in the interdisciplinary program will be taught by existing faculty in other departments (see section H above). Please see appendix C for additional details, including the financial tables.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

The program's learning outcomes will be matched at the course level with stated learning outcomes for courses. Each year the program's Faculty Advisory Board will choose a selection of the learning outcomes to evaluate, in a three-year rotation. Evaluation will involve gathering a sample portfolio of work produced by majors in the program and assessing it against the stated outcomes.

- 2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

All degree programs in the Krieger School of the Arts and Sciences are subject to a rigorous periodic review by the Academic Council, and elected body of senior faculty, who take into account its learning outcomes, student and faculty-satisfaction, retention rates, curricular expectations, and administrative structure.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

- 1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

In the 2020 Report of its Second Commission on Undergraduate Education, Johns Hopkins committed to "significantly increase the diversity of its undergraduate student body so that, within five years, Johns Hopkins is in the top decile of its peer group in the enrollment of under-represented ethnic minority students." The B.A. in Moral and Political Economy will contribute to these goals by prioritizing the diversity of its Faculty Advisory Board and postdoctoral fellows; by foregrounding issues of cultural diversity and inclusion in its suggested areas of thematic focus; and by providing small seminars and a rigorous advisory scaffolding to ensure that all students receive the high degree of attention and feedback that gives rise to successful outcomes.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

The B.A. in Moral and Political Economy will not be offered via a Distance Education program.

- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Per above, the Interregional Guidelines for the Evaluation of Distance Education from the Council of Regional Accrediting Commissions (C-RAC) are not applicable to the B.A. in Moral and Political Economy, as it will not be offered via a Distance Education program.

Appendix A:
Course List and Descriptions

Required courses:

Social Theories of the Economy (HS) (2 semesters, 6 credits) (completed by the end of sophomore year; students can petition to complete in junior year)

Intensive introduction to work that situates economic thought in its historical, political, ethical, and philosophical context. Readings include Smith, Marx, Weber, Veblen, Gilman, DuBois, Keynes, Hayek, Polanyi, Beauvoir, Arendt, Schumpeter, Ostrom, Adorno, Robinson, Haraway, Anderson, Jameson, Habermas, Hall, Piketty.

Reading Seminar (HS) (3 credits) (completed by the end of junior year)

Focused readings on cross-disciplinary approaches to a defined social problem. Between three and five reading seminars offered in the spring semester of each year, each enrolling fewer than ten students and taught by one of the program's postdoctoral fellows.

Research Lab (HS) (3 credits) (completed by the end of junior year)

Students will pursue independent research projects of their own design. Each seminar will be taught by one of the program's postdoctoral fellows, and will focused on a loosely defined theme, offering a structured environment that helps to provide scaffolding, deadlines, and a support system for independent research. At least six research seminars will be offered across the fall and spring of the junior year; each will enroll fewer than eight students.

180.101 Elements of Macroeconomics (S) (3 credits) (completed by the end of junior year)

An introduction to the economic system and economic analysis, with emphasis on total national income and output, employment, the price level and inflation, money, the government budget, the national debt, and interest rates. The role of public policy. Applications of economic analysis to government and personal decisions. Prerequisite: basic facility with graphs and algebra.

180.102 Elements of Microeconomics (S) (3 credits) (completed by the end of junioryear)

An introduction to the economic system and economic analysis with emphasis on demand and supply, relative prices, the allocation of resources, and the distribution of goods and services, theory of consumer behavior, theory of the firm, and competition and monopoly, including the application of microeconomic analysis to contemporary problems.

Senior Thesis Seminar (HS) (3 credits) (completed by the end of senior year)

This course, directed by the program's "Associate Director," will provide a communal environment for the completion of its senior thesis requirement. Each thesis writer will be assigned a primary advisor among the department's faculty and postdoctoral fellows, who will take primary responsibility for meetings with the individual student.

Courses offered by Johns Hopkins in the 2020–2021 and 2021–2022 academic years that would have counted toward the distribution requirement for the B.A. degree in Moral and Political Economy:

FIRST-YEAR SEMINARS:

001.100 First Year Seminar: What is the Common Good? (3 credits)

What is "the common good"? How do individuals consider this idea, this question, and how are societies led, or misled, by its pursuit? Together, we will explore sources from a range of perspectives: What can the story of Noah, for example, teach us about the question of the common good? Or the engineering of Baltimore public transportation, the notion of meritocracy in higher education, access to vaccines, the perniciousness of pandemics, prohibition of nuclear weapons, or data sharing among scientists? Drawing from movies, interviews, and readings (authors include Rachel Carson, James Baldwin, Bong Joon-ho, Spike Lee, Michael Sandel, and more), this course is as much about how we ask and interrogate hard questions as it is about the answers themselves. Engaging deeply with the sources and each other, students will discuss the texts in class, write short responses, and give occasional oral presentations. The course will culminate in a final, collaborative research project that seeks to map the common good and move the conversation forward.

001.106 First Year Seminar: Law and Humanities (3 credits)

A legal fiction is a fact assumed or created by courts to help reach a decision. In this First-Year Seminar, we study how legal fictions and fictions about law work in order to examine the possibilities and limits of fiction's (legal) power. Drawing from legal and literary thought, as well as plays, short stories, cases, and legal commentary, we critically explore the capacity of words to reveal (or conjure) some fundamental features of our shared worlds and discuss their impact in contemporary debates about justice. The course is designed with first-year students in mind and requires no prior knowledge of law.

001.114 First Year Seminar: Politics of Reproduction (3 credits)

The idea that the "personal" is "political" finds no greater example than in the politics of reproduction. From inheritance laws, the rights of the offspring of enslaved peoples, or policies to reduce (or increase) fertility, the modern nation state has had a great deal to say about the use and produce of human bodies. In this First-Year Seminar, we will examine how formal and informal institutions have governed reproductive practices over the past 200 years. We will look at how family structures and economic development map onto fertility, and at how technological innovations in fertility control (including birth control and IVF) have influenced women's economic and political participation. We will also consider whether reproductive policies have differential impacts for LGBTQ households. Finally, we examine the "dark side" of reproductive policies -- not only sterilization campaigns but also the treatment of sex workers and sex-selective abortion -- to understand how state policies have divided households based on race, class, and occupation.

001.120 First Year Seminar: US 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 the last three decades to try to answer those questions. Using a wide range of written and visual materials, we'll investigate and debate: how the end of the Cold War changed or didn't change American self-image and policy; whether "liberalism" or "conservatism" triumphed in the period, and how those categories themselves changed throughout it; and what provoked culture wars—over identity, family, art, and speech—and made them so intractable and consequential. While we pursue these questions, we'll

also assess what's appealing and perilous about studying the very recent past and using it to interpret the present.

AGORA INSTITUTE:

196.301 Social Entrepreneurship, Policy, and Systems Change: The Future of Democracy (3 credits)

This course will explore the dynamics and interplay between social entrepreneurship, social change, and policy. Students will explore frameworks for social transformation and systems change, and explore whether stable governance and effective policies are necessary for sustainable change. The course will examine the intersection between social change and policy change, examining how the two concepts intersect while focusing on the end goal of systems change. Students will examine different case studies of social transformation (or proposed social transformation) from across the United States and world. Guest speakers will include diverse practitioners of social entrepreneurship who think about long-term pathways to transformative social change, and dynamic policymakers. While the course will include case studies on broader domestic and international challenges and models of social transformation, a larger focus will be on specific local social problems and solutions. This will manifest through class discussions and a final project based on the surrounding community.

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?

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.

DEPARTMENT OF ANTHROPOLOGY:

070.132 Invitation to Anthropology (3 credits)

The question what it means to be human requires continual investigation. Anthropology offers conceptual tools and an ethical groundwork for understanding humanity in its diverse manifestations. This course familiarizes students with anthropological concepts and methods, and engages in critical analysis of a broad range of subjects including language, exchange, class, race, gender, kinship, sexuality, religion, and capitalism.

070.221 Cityness: Anthropology and the Urban Experience (3 credits)

This course is an introduction to urban anthropology through the study of diverse "urban experiences," to explore how they are shaped by power relations as well as resistance. We will read about crowds and anonymity, finance and poverty, media and public space to understand how they change through the evolution of technology, shifts in capital investment and flows of migration. We

will examine the scope and limitations of classical (Western) notions of foundational studies city life. We will also explore how the notion of "cityness" better captures the variety of affects and dynamics of contemporary urban everyday life.

070.250 Power and Place in the Segregated City (3 credits)

Identifying residential segregation as a principle driver of racial inequity, the Fair Housing Act of 1968 sought to end housing discrimination and advance the racial integration American cities. Fifty years after this landmark legislation, however, American cities are in most cases more segregated than ever before. New and urgent demands for racial justice, coalescing in transnational movements like Black Lives Matter, have brought a renewed focus onto the deep and abiding social harms wrought by decades of urban segregation. Drawing on anthropological and sociological scholarship on cities both in and outside the United States, this course will examine the social forces that drive segregation, reify boundaries in urban space, and reproduce persistent power asymmetries

070.256 Locavores, Vegans, Freegans: Lifestyle Activism from an Anthropological Perspective (3 credits)

From social media usage to popular public figures such as Greta Thunberg, we are inundated every day by messages on how we should change our daily habits to save the planet or consume certain brands to help particular causes. This course offers an anthropological perspective on such endeavors of lifestyle activism, broadly defined as the changing of one's lifestyle and consumption habits to enact some form of social and political change. We will ask: How can we distinguish between lifestyle activism and non-activist concerns with lifestyle? What makes pursuing certain daily actions activist? What kind of self-cultivation and moral aspiration play into the transformation of habits? What does it take for daily habits to become a lifestyle movement that could enact larger and meaningful social and political change? Drawing from a variety of social and political contexts, we will explore topics such as voluntary simplicity, bicycling, zero waste, boycotts, and back-to-landers, while maintaining a larger focus on food and food activism.

070.301 Ethics And Politics Of Nonviolence: Anthropological Perspectives (3 credits)

Nonviolence occupies an idealized place in the American imaginary of political action, due in part to Gandhi and Martin Luther King Jr., whose legacies have shaped international ideals of social change. Nonviolence is often assumed to be transparent and of obvious moral superiority. Are these assumptions valid? How does nonviolence become a political project? How do we evaluate the efficacy of projects of nonviolence? What possibilities does nonviolence represent in our everyday lives? Is there a nonviolent way of being in the world? How might nonviolence shape our understanding of what it means to be human? This course will use anthropological perspectives to explore these questions and reflect on the lived reality of nonviolence in social worlds, including our own. We will engage in critical readings of selected texts, while inviting students to deeply examine the contemporary relevance and availability of nonviolence in literature, media, social media, and archives of art and theatre.

070.324 Latin America in a Fracturing World (3 credits)

This course examines the multiple and overlapping crises afflicting Latin America today through an ethnographic lens. Featuring conversations with authors of recent work on the region's most pressing issues, we will explore the contours of knowledge production itself under conditions of precarity and violence. Discussions will include the retrenchment of borders, migration crises, the state management of life and death, the resurgence of authoritarianism, food insecurity, and resource conflicts.

070.342 Common Ground: Shared Resources, Social Economies (3 credits)

This course explores the idea and practice of the commons through various sites and objects (money, work, natural resources, urban land, knowledge and culture, etc.). We will examine the promise and

limitations of local, grassroots social and economic forms of organization that propose alternatives to the market economy. Focusing on workers, consumers and housing cooperatives; community currencies; urban gardens; self-help associations; fair trade organizations and knowledge networks; we will enquire how these social economies propose autonomous forms of living together, and sharing resources, property and labor.

070.373 Housing Matters (3 credits)

This course will collectively craft an anthropological critique of housing, both as a social concern and as an object of public policy and urban planning. As a key component of the structure and functioning of cities, housing is instrumental to urban governance, segregation, and citizenship, as well as to cultures of consumption and class formation, identities, solidarities and the imagination of alternative social orders. We will study several ethnographies to examine how the material and social effects of housing shape the politics of difference, rights, markets and property relations, consumption and activism in the US urban context.

070.375 Technology, Trust, and Expertise (3 credits)

How does an idea or an observation become a “fact”? How does one study “science” anthropologically? This course will introduce students to the field of science and technology studies (STS) by asking how different societies have defined the relationship between experimentation, knowledge, and power. Through ethnographic portraits of laboratories, clinics, toxic landscapes, and virtual simulations, we will explore how scientists and other experts have understood their relationships with other citizens, the state, and the physical environment.

070.413 Reading Marx (3 credits)

This seminar offers a close reading of selected works of Karl Marx, along with supplemental secondary literature. We will explore how the central pillars of Marx’s thought—including dialectical materialism, critical political economy, and utopian socialist thought—shape his critical method in interrogating the logic of capital.

070.425 Anthropology of Epidemics (3 credits)

In this course we will examine how forms of governance, politics, expert knowledge, and citizen actions are implicated in the emergence and management of epidemics

070.433 Sustainable Design (4 credits)

Sustainable design involves the development of socially engaging and ecologically sensitive interventions and alternatives, a task both social and technical in nature. Through interdisciplinary readings and collaborative workshops in social science, environmental engineering, and planning and design, this seminar focuses on both theoretical and practical dimensions of this challenge. The first of a two-course sequence, to be followed by a studio practicum in the spring semester.

070.473 Readings of Foucault (3 credits)

We will do a close reading of selected texts of Foucault to track the concepts of power, subjectivity, government, and care of the self.

070.495 Householding on a Warming Earth (3 credits)

The household appears as commonsensical to us. It is where people, most often those of a family, reside together, sharing its resources, labor and collective fate. However, anthropologists have been arguing against this commonsense since it emerged in the 1950s. Yet the household is back again in climate change policy discussions as being most vulnerable to the problems associated with climate change, such as, temperature extremes, food insecurity, exacerbated disease, enhanced competition

and violence. How might anthropological debates and controversies relating to households and householding as an activity within the context of war, famine and migration, provide important insights into today's urgencies?

DEPARTMENT OF CLASSICS:

040.214 Antigone's Echoes: Activism and the Law from Ancient Greece to Today (3 credits)

Where should the law come from, the individual or the state? What does it mean to apply a law equitably? How can one protest an unjust system? These are just a few questions that Antigone, long considered to be one of the most important dramatic works in the western tradition, has raised for philosophers and playwrights across the centuries. In this class we will read several versions of Sophocles' Antigone and explore this character's enduring relevance to theories of gender, performance, world literature, and politics. Dean's Teaching Fellowship course.

DEPARTMENT OF COMPARATIVE THOUGHT AND LITERATURE:

300.227 Business Fictions (3 credits)

When you are working for a company, how do you distinguish your ideas, actions, and responsibilities from the firms'—if that is even possible? What is corporate culture or a corporate person, and how is it similar or different from any other kind of culture or person? These and related questions inspired and fascinated writers from the nineteenth century through the present. By reading and thinking about short stories, novels, film, a television series, and a play, we will explore these issues and potential resolutions to them. The course especially considers how problems of action, agency, and responsibility become an intriguing challenge for writers of a variety of modern and contemporary fictions of the business world. Texts will include short stories by Herman Melville, Alice Munro, Ann Petry, and John Cheever; novels by Willa Cather, F. Scott Fitzgerald, and Lydia Millet; films, plays, and television by Charlie Chaplin, David Mamet, and Dan Harmon (Community).

300.301 Women and Work in the US (3 credits)

This course offers an introduction to the political forces, cultural values, and social factors which have shaped the history of women's labor in the US. This course will ask question such as: Why do we place a higher value on work which takes place in the public sphere than work in the home? How do representations of work in literature and popular movies reinforce or subvert gender roles? How have women negotiated gendered and racial boundaries through political action or writing? Focusing on racialized labor, domestic labor, sex work, and factory work, the course will provide an interdisciplinary cultural study of women's work relevant to our current historical moment. Authors discussed include Saidiya Hartman, Harriet Beecher Stowe, Emma Goldman, and Kathi Weeks.

300.311 Introduction to Intellectual History (3 credits)

This course offers a conceptual and historical introduction to Intellectual History. What makes the "history of ideas" different from the history of other objects? What, if anything, distinguishes the

history of ideas from the history of philosophy? What is it exactly that we call “ideas”? In what sense do they have a history? These are examples of the kind of questions addressed in the course.

300.332 From Chekhov to Chernobyl: Russian Literature of Environmental Catastrophe (3 credits) Environmental degradation and disaster offer a steady backdrop to the 20th century in Russia and the Soviet Union. While the Soviet regime promised mastery over the environment and Russian culture valorized the harmonization of humans with the natural world, environmental catastrophe proved the folly of those dreams. We will read works by authors who have grappled with this ongoing catastrophe and its implications for relations between human beings and the world. Texts range from short stories and novellas to modernist experimental fiction and documentary prose. We will also engage with materials in special collections and screen selected films. Authors include: Chekhov, Bulgakov, Platonov, Solzhenitsyn, Rasputin, Petrushevskaya, and the Nobel laureate Svetlana Alexievich.

300.402 What is a Person? Humans, Corporations, Robots, and Trees (3 credits)

Knowing who or what counts as a person seems straightforward, until we consider the many kinds of creatures, objects, and artificial beings that have been granted—or demanded or denied—that status. This course explores recent debates on being a person in culture, law, and philosophy. Questions examined will include: Should trees have standing? Can corporations have religious beliefs? Could a robot sign a contract? Materials examined will be wide-ranging, including essays, philosophy, novels, science fiction, television, film. No special background is required.

PROGRAM IN EAST ASIAN STUDIES:

310.318 Eurasia’s Transformation and the Global Implications (3 credits)

Eurasia, stretching from the Western Europe across Russia, Central Asia, and China to the Pacific, is by far the largest continent on earth, with a massive share of global population, economic output, and key natural resources. It has been traditionally Balkanized. Yet since the late 1970s, due to China’s modernizations, the collapse of the Soviet Union, and a series of global geo-economic shocks, the nations of this Super Continent have become increasingly interactive, creating fluid new trans-regional political-economic patterns that remain remarkably unexplored. This course explores the critical junctures that made Eurasia the dynamic, growing colossus that it is becoming today, as well as the global implications, from a unique problem-oriented perspective. It looks first at the developmental and political challenges confronting China, Russia, and key European states as the Cold War waned, how the key nations coped, and how they might have evolved differently. It then considers the new challenges of the post-Cold War world, and how national and local leaders are responding today. Particular attention is given, in this problem—centric approach, to the challenges that growing Eurasian continental connectivity, epitomized in China’s Belt and Road Initiative, are creating for US foreign policy and for the grand strategy of American allies in NATO, Japan, and Korea. Note: Some familiarity with Eurasian history and/or politics is recommended.

310.340 Development and Social Change in Rural China (3 credits)

This course will survey the major issues of development and social change in rural China since 1950s. These issues will be addressed in chronological order. They include land ownership and land grabbing, organization of rural economic, political, and social life, rural elections and village governance, development strategies, urban-rural relationship in resource allocation, rural modernization strategies in regard to irrigation, clean drinking water, electricity supply, hard paved road, education and rural medical service, women’s rights and family life, rural consumption, and etc. This course will prepare students, both empirically and analytically, to understand what happened

in rural China from 1949 to the present, and how we can engage in policy and theoretical discussions based on what we learn.

DEPARTMENT OF ECONOMICS:

180.210 Migrating to Opportunity? Economic Evidence from East Asia, the U.S. and the EU (3 credits) Increased mobility of people across national borders, whether by choice or by force, has become an integral part of the modern world. Using a comparative perspective and an applied economics approach, the course explores the economic and political determinants, and (likely) consequences of migration flows for East Asia, the US and the EU. Lectures, assignments and in class discussions, will be built around the following topics: i) migrants' self-selection; ii) human capital investment decision-making; iii) remittance decisions and effects; iv) impacts on labor markets of both receiving and sending countries; and v) the economic benefits from immigration. Overall, the course will give students perspective on the why people choose or feel compelled to leave their countries, how receiving countries respond to migrants' presence, and the key economic policy concerns that are influencing the shaping of immigration policy in East Asia, the US, and the EU.

180.214 The Economic Experience of the BRIC Countries (3 credits)

In 2001, Jim O'Neill, the Chief Economist at Goldman Sachs, coined the acronym BRIC to identify the four large emerging economies, Brazil, Russia, India and China. These economies have since had an amazing run, and have emerged as the biggest and fastest growing emerging markets. In this course, we look at the economic experiences of the BRIC countries for the past 50 years. We discuss the reasons that have contributed to their exceptional growth rates, with particular emphasis on their transformation into market economies. We also analyze the challenges that these countries continue to face in their development process.

180.217 Game Theory in Social Sciences (3 credits)

Game Theory is the study of multiple person decision problems in which the well-being of a decision maker depends not only on his own actions but also on those of others. Such problems arise frequently in economics, political science, business, military science and many other areas. In this course, we will learn how to model different social situations as games and how to use solution concepts to understand players' behavior. We will consider various examples from different fields and will play several games in class. The emphasis of the class is on the conceptual analysis and applications and we will keep the level of mathematical technicalities at the minimum -- high school algebra and one term of calculus will be sufficient.

180.221 Informal Economy: Who Wins, Who Loses, and Why We Care About It (3 credits)

The informal economy is one of the most complex economic and political phenomena of our time. It exists in rich and poor countries alike, currently employs almost half of the world's workers, about 1.8 billion people, and totals to economic activity of around \$10 trillion. If the informal economy were an independent nation, it would be the second-largest economy in the world, after the United States and before China. In today's globalizing environment, are informal economies a poverty trap or an engine of growth? Do they stimulate entrepreneurship and popular empowerment, or promote exploitation? How does an improved understanding of the size and organization of informal economies affect service provision, social policy or taxation? What are the implications of the informal economy for social cohesion and popular politics? The proposed course will address these (as well as other) questions related to the informal economy to offer students an understanding of such complex phenomenon from a variety of perspectives. The course will comprise three parts. Part

1 will explore the complexities of the informal economy, and the effects of informality on policies of inclusive growth. Part 2 will draw on empirical evidence and comparative case studies to examine informal economies in various regions, including Africa, East Asia, North and South America, and Europe, highlighting variations in activities, relations with the state, global integration and economic outcomes. Finally, Part 3 will discuss the ongoing economic policy shift from punitive measures to accepting informality as a virtual space through which citizens flow from job-seeker to compliant entrepreneurs.

180.223 Economic Development in Sub-Saharan Africa (3 credits)

Many sub-Saharan African countries are among the least developed countries in the world. In this course, we explore the economic development experiences of African countries, with more focus on sub-Saharan Africa. The course starts with a historical perspective, delves into development strategies, and examines evidence on successes and failures of some case study countries. We conclude by analyzing the many challenges that these countries continue to face in their development process. Elements of Microeconomics and Macroeconomics are required prerequisites. There would be group presentations on assigned readings.

180.228 Economic Development (3 credits)

A comprehensive survey of economic behavior by households, farms and firms in poor countries and the role of and for governments. Discussions include measurement of income levels, economy-wide equilibrium, sources of growth, agriculture and industry, international trade and investment, savings, population, fertility, education, health, income distribution and public finances. Applies economic theory rigorously to interpret and evaluate the economic experience of poor countries. Diagnostic test on Elements of Economics is required in the second week.

180.229 Economics of Health and Education in South Asia (3 credits)

Human capital is an important factor of economic growth in South Asian economies, along with physical capital and technology. Addressing health and education challenges has implications for improving a country's human capital formation and income growth. In this course, we look at past and present health and educational outcomes in South Asian Countries. We discuss the gaps in access to education and health care services, the quality of education and health care services as well as the impacts on the productivity of the labor force. We also empirically analyze the link between economic growth and human capital development. Furthermore, we focus on some challenges and future policy options for economies in South Asia.

180.233 Economics of Transition and Institutional Change (3 credits)

This course will introduce students to the comparative analysis of institutions of existing capitalist systems and to the historical evolution of those institutions. By comparing the economic systems of different nations, we will try to reveal the institutional setups that either contribute or hinder economic performance. We will also examine the process of countries transforming their economies and investigate the factors that determine the differences in reforms' outcomes between countries.

180.238 Rethinking Economics After the Great Recession (3 credits)

The financial crisis that began in the United States in 2007 threw virtually the entire world into recession. This class will look at the causes of the crisis and at how it unfolded. It will look into the conventional wisdom of economists, circa 2006, and why that wisdom proved to be so wrong. It will examine the financial innovations that contributed to the crisis, at the reasons financial regulators were blindsided, and at the reforms enacted after the crisis.

180.241 International Trade (3 credits)

Theory of comparative advantage and the international division of labor: the determinants and pattern of trade, factor price equalization, factor mobility, gains from trade and distribution of income, and theory and practice of tariffs and other trade restrictions.

180.244 Market Design (3 credits)

We will study how the rules of a market impact behavior, and in turn whether this behavior leads to (un)desirable outcomes. We will cover how the lessons learned from both successful and failing markets have been used by economists to design new markets. It will help us address questions such as: (i) Can economics help with the shortage of donated kidneys? (ii) How should a ride share service assign cars to clients? (iii) Can changing the way school seats are assigned change the welfare of students in a city? The material is intended to be as accessible as possible, keeping the mathematical technicalities to a minimum (i.e. one-term of calculus would be sufficient).

180.252 Economics of Discrimination (3 credits)

This course examines labor market discrimination by gender, race and ethnicity in the United States. What does the empirical evidence show, and how can we explain it? How much of the difference in observed outcomes is driven by differences in productivity characteristics and how much is due to discrimination? How have economists theorized about discrimination and what methodologies can be employed to test those theories? What has been the impact of public policy in this area; how do large corporations and educational institutions respond; and what can we learn from landmark lawsuits? The course will reinforce skills relevant to all fields of applied economics, including critical evaluation of the theoretical and empirical literature, the reasoned application of statistical techniques, and analysis of current policy issues.

180.246 Environmental Economics (3 credits)

This course presents a broad overview of the key issues in modern environmental economics with a focus on understanding and solving urban pollution challenges in developed and developing nations. This course explores how cities and nations can achieve the "win-win" of economic growth and reduced urban pollution. Special attention is paid to the incentives of households, firms and governments in reducing the production of pollution. The course examines a number of pollution challenges including; air, water, noise, garbage and the global challenge of climate change.

180.261 Monetary Analysis (3 credits)

This course analyzes the financial and monetary system of the U.S. economy and the design and implementation of U.S. monetary policy. Among other topics, we will examine the role of banks in the economy, the term structure of interest rates, the stock market, the supply of money, the role of the Federal Reserve in the economy, the objectives of monetary policy in the United States and current monetary policy practice.

180.266 Financial Markets and Institutions (3 credits)

Understanding design and functioning of financial markets and institutions, connecting theoretical foundations and real-world applications and cases. Basic principles of asymmetric information problems, management of risk. Money, bond, and equity markets; investment banking, security brokers, and venture capital firms; structure, competition, and regulation of commercial banks. Importance of electronic technology on financial systems.

180.277 Economic Activity in the Black Community (3 credits)

This course uses the study of economic concepts and dynamics to increase our understanding of the activity and issues that arise in the urban Black Community. If you take this course, you will learn

about the correlation of education, employment opportunities, and health to the economics of an area. While doing this, you will expand your understanding of economic theory to learn how the theoretical concepts and models can be applied to Black Communities. We will begin with African Americans in slavery in the United States and examine their economic contributions. We will move through history to present day to address issues and problems like: Why are many low-income level communities populated with large numbers of African Americans? What are the particular characteristics of those neighborhoods? Where do we generally find these types of neighborhoods? Learning and using the tools of GIS, students will map issues of importance by the neighborhood to show the relationship of economic activity in the Black Community to other communities.

180.280 The History and Future of the Hedge Fund Industry (3 credits)

The precursors to modern hedge funds began more than 50 years ago, but in the 1990s the hedge fund, or alternative investments, industry began a period of rapid growth and evolution. With growth came controversy. Some argue that hedge funds, by allowing immense amounts of capital to be rapidly and freely deployed, play a vital role in pushing prices toward the efficient markets ideal. Others claim that hedge funds may accentuate speculative price dynamics, threatening the stability of the financial sector. While many hedge funds claim to offer outstanding returns to investors, data suggest that many clients end up paying high fees for unspectacular results. This course examines these and other controversies, while tracing the history of the alternative investments industry over the last 25 years.

189.301 Microeconomic Theory (4 credits)

An introduction to the modern theory of allocation of resources, starting with the theories of the individual consumer and producer, and proceeding to analysis of systems of interacting individuals, first in the theory of exchange, then to systems which include production as well.

180.302 Macroeconomic Theory (4 credits)

The course provides a treatment of macroeconomic theory including a static analysis of the determination of output, employment, the price level, the rate of interest, and a dynamic analysis of growth, inflation, and business cycles. In addition, the use and effectiveness of monetary and fiscal policy to bring about full employment, price stability, and steady economic growth will be discussed.

180.303 Topics in International Macroeconomics and Finance (3 credits)

The course will review selected topics in international macroeconomics and finance. The topics for the Fall of 2019 include: financial globalization; international portfolio diversification; capital account liberalization and the choice of the exchange rate regime in emerging markets; the global financial safety net; macroeconomic adjustment in the euro area.

180.309 Economics of Uncertainty and Information (3 credits)

The course provides a treatment of macroeconomic theory including a static analysis of the determination of output, employment, the price level, the rate of interest, and a dynamic analysis of growth, inflation, and business cycles. In addition, the use and effectiveness of monetary and fiscal policy to bring about full employment, price stability, and steady economic growth will be discussed.

180.310 Economics of Antitrust (3 credits)

This course explores the economic rationale for, and consequence of, antitrust laws. In addition to economic analysis we will study landmark antitrust cases.

180.327 Economics of Matching Markets (3 credits)

Matching markets are those markets where the identities or characteristics of the agents engaged in a transaction matter, not only the price. In fact, no monetary transactions may happen at all. Examples include donated organ allocation, school choice, refugee resettlement, among others. Although the mathematical pre-requisites are low, emphasis is given to proofs; thus, some degree of mathematical/logical maturity is assumed. Evaluation consists of problem sets, presenting a summary of an academic paper in-class, and a final paper (either original research or critical literature review).

180.334 Econometrics (3 credits)

Introduction to the methods of estimation in economic research. The first part of the course develops the primary method employed in economic research, the method of least squares. This is followed by an investigation of the performance of the method in a variety of important situations. The development of a way to handle many of the situations in which ordinary least squares is not useful, the method of instrumental variables, concludes the course.

180.338 Political Economy and Development (3 credits)

Good governance is associated with desirable outcomes across countries and societies: higher life satisfaction, greater income per capita, lower child mortality, longer life expectancy, less disease, etc. But these statistical associations in the data are not sufficient to establish either that good governance truly causes such societal outcomes, or what types of policies produce them. This course asks: What are the determinants of good governance? Is good governance "good" beyond its intrinsic desirability? If so, how? We use a data-driven approach, focusing on quantitative empirical methods and their applications to policy. The goal is to develop skills to be savvy consumers, as well as producers, of policy-relevant evidence related to issues of governance, in rich and poor countries alike. Topics will include: democracy, corruption, conflict, culture, mass media, quotas, and foreign aid.

180.345 Rationality: Meaning and Measurement (3 credits)

Economists generally work with a number of classic models of how people behave in different contexts. These models (such as utility maximization and expected utility maximization) are widely used because they are tractable and elegant, but are they also accurate models of human behavior? In this course, we examine the axiomatic foundations of these models, explore their implications for choice behavior, and discuss the empirical and experimental strategies economists have developed to test these models. The course would require you to solve mathematical problems; knowledge of mathematics up to the level of multi-variate calculus would be very helpful.

180.349 Economics of Race, Gender and Culture (3 credits)

Economics is a quantitative social science studying general human behavior. This course will overview recent contributions in the economics of race, gender, and culture, and will introduce how economists study controversial issues on these topics. Students majoring in other social science disciplines are welcome to take this course. Another goal of this course is to make students become familiar with causal analysis tools popular in economics research. It is strongly recommended to take at least one econometrics course before taking this one, or at least taking it in the same semester.

180.351 Labor Economics (3 credits)

The course discusses various issues in labor markets from the perspective of economic theory. We first study the major forces at work that shape labor market behavior; firms' labor demand and workers' labor supply. Then we discuss the equilibrium behavior of employment and wages. Using these tools, we also cover various applied topics in labor economics, such as minimum wage

regulations, male-female wage differentials, human capital investment, worker mobility, and unemployment.

180.352 Public Economics (3 credits)

This course explores issues related to expenditure and tax policies of governments, as well as views regarding the purpose of government and criteria for evaluating government actions. The course also includes a discussion of how group or collective choices are made within society, how environmental policies affect the level of pollution, and the importance of public debt.

180.355 Economics of Poverty/Inequality (3 credits)

This course focuses on the economics of poverty and inequality. It covers the measurement of poverty and inequality, facts and trends over time, the causes of poverty and inequality with a focus on those related to earnings and the labor market, and public policy toward poverty and inequality, covering both taxation and government expenditure and programs. By the nature of the material, the course is fairly statistical and quantitative. Students should have an intermediate understanding of microeconomic concepts. Basic knowledge of regression analysis is also helpful.

180.361 Rich Countries, Poor Countries (3 credits)

Why are some countries rich while some other countries poor? Why does a country's income per person generally grow over time? We try to analyze these questions using the theoretical and empirical growth literature. We will study seminal growth models, and also try to explain cross-country income differences in terms of factors like geography, institutions and global integration. Knowledge of regression analysis (including instrumental variables estimation) is required.

180.371 Industrial Organization (3 credits)

Investigation of firm behavior in markets characterized by imperfect competition. Imperfect competition lies in between monopoly and perfect competition and characterizes most major industries in modern capitalist economies. Central issues to be covered in the course include what determines the intensity of competition? What determines the extent of entry and exit? How is it that some firms consistently dominate their industries?

180.389 Social Policy Implications of Behavioral Economics (3 credits)

Economists increasingly incorporate insights from psychology into models of rational decision-making. Known as "behavioral economics", this line of research considers how, for example, emotions, rules-of-thumb, biased beliefs and time-inconsistent preferences influence how we make choices. Behavioral economics increasingly pervades policy discussions on topics as diverse as: obesity, the role of media, subprime mortgages and voting patterns. Behavioral models are certainly novel, but do they help us to design superior social policies? With the goal of preparing students to address this question, this course (1) provides a thorough overview of the main contributions of behavioral economics, highlighting departures from more traditional economic models and (2) emphasizes how behavioral economic models might (or might not) improve how we think about social policy.

180.390 Health Economics and Developing Countries (3 credits)

Benefits of good health and its costs. Health demand and supply in poor countries. Welfare economics of Public Health. This is a writing seminar. There are some lectures on how to write a paper and on the substance of the economics of international health but the focus and only assignment is a 40-page paper by each student under the supervision of the instructor.

180.391 Economics of China (3 credits)

Discussion of the economic experience of Post-War China, primarily emphasizing topics rather than historical narrative: agriculture, industry including corporate governance and public enterprises, international trade, population, migration, education, health, public finances among other topics. This course is writing intensive and the only assignment for the course is a 40 page paper on some aspect of the Chinese economy to be done under the close supervision of the instructor. The course is not primarily a lecture course, although there will be some lectures on how to do a paper and on the substance of the Chinese economic experience.

DEPARTMENT OF ENGLISH:**060.109 Robots, Androids, and Slaves (3 credits)**

Since the rise of Silicon Valley, tech enthusiasts and futurists have been debating the possibility of what has been called “the singularity” — the moment when artificial intelligence (AI) decisively and irreversibly surpasses human abilities. If this does happen, observers worry, it’s not just that robots will take our jobs; will we become subservient to our new robot masters? Will we become extinct, and not because of climate change? This course explores such questions through the lens of literature and popular media. We will watch several films from the last 15 years or so that depict the rise of AI. We will ask about the roles that gender, race and class have in our imagination of the work robots do. And we will read a range of short essays that approach the question of labor and technology from different angles than mass media usually do.

060.157 Literature and Anti-Slavery in the Caribbean and Beyond (3 credits)

This course provides an introduction to the texts and rhetoric of the movement that abolished slavery in the Caribbean. Among other topics, we examine: how the formerly enslaved represented their experiences of slavery; how abolitionism emerged across the West Indies, Cuba, and Haiti; and the techniques artists used to imagine radical, post-slavery worlds. Authors include: Olaudah Equiano, Mary Prince, Esteban Montejo, Frederick Douglass, Herman Melville, and Aimé Césaire (all texts will be available in English).

060.160 Culture, Critique, and Politics (3 credits)

This course will introduce students to the practice of cultural critique through the study of ancient and modern political theorists. Since this course is cross-listed in English and Political Science, our inquiry will focus primarily on understanding the material conditions that produce particular forms of social relations and aesthetic objects.

060.168 Visions of Home: Communes and Collective Living in American Culture (3 credits)

In this course, we will examine stories of intentional and communal living, attending to the ways in which narratives of home life have been shaped by larger social and historical structures. We will read autobiographical narratives, collectively written guides to structure and etiquette, satirical novels, and science fiction in order to query what the possibilities and limits of the home are envisioned to be. We will consider, among other issues: gendered labor and queer kinship; the shifting economics of housing, real estate, and rent; the formation of neighbourhoods and local identities; questions of movement, immigration, citizenship, and race; the dynamics of interpersonal conflict in intimate spaces; and how questions of familial belonging and kinship affect one’s sense of home.

060.204 Doctors without Borders: Literature, Medicine, and the Human Condition (3 credits)

Doctors play a significant role in shaping literary history as both writers and fictional subjects. From Chekhov to Sherlock Holmes, W. Somerset Maugham to *Middlemarch*, medical practice is imagined to bestow a privileged understanding of humanity in confrontation with questions of life and death. This course explores how writing about medicine connects long-established themes of mortality, authority, and ways of knowing to timely questions of global migration, cultural contact, and social justice. We will read literary writing by physicians as well as writing that depicts their work in detail, by authors including Nawal El Saadawi, Atul Gawande, Abraham Verghese, Damon Galgut, and Taiye Selasi.

060.312 Bad Mothers: 19th century Novels and Contemporary Theories of Maternity (3 credits)

What makes a “bad” mother? Are bad mothers doomed to be bad, or are they produced by their circumstances? Why did so many nineteenth-century texts fixate on the different ways in which maternity could be flawed? This course pursues these questions in order to consider the psychology and politics of motherhood, an identity and a performance that for some has been synonymous with womanhood itself. Even as our primary texts naturalize and idealize motherhood, they encounter again and again maternity’s instability, its undesirability, its pain, its banality, and its failures. To dive into these questions, we will turn to twentieth- and twenty-first century theorists—including Sigmund Freud, Audre Lorde, Adrienne Rich, Jacqueline Rose, and bell hooks—for their insights about how individuals and societies think about mothers. Starting with maternal archetypes like the Grimms’ Evil Stepmother and the classical infanticide Medea, our primary texts will include works by Charles Dickens, Elizabeth Barrett Browning, Thomas Hardy, Virginia Woolf, Amy Tan, and at least one recent film/TV episode (TBD). Assignments include short reflections, one presentation, and one final research paper.

060.318 Contemporary Literature and Climate Change (3 credits)

In this course we will study the ways literary texts have imagined and addressed climate change, from the turn of the 20th century until today. We will primarily focus on novels, but I will provide non-fictional background reading on the history of how we’ve conceptualized “climate,” and we will also read some poetry. We’ll think a lot about genre: how does climate change look in realist fiction? Science fiction? Poetry? Is apocalypse the only framework in which to view it? How do race, gender, class and geopolitics alter writers’ views on climate? Texts will include HG Wells, *The Time Machine*; Kim Stanley Robinson, *New York 2140*; Octavia Butler, *Parable of The Sower*; Emily St. John Mandel, *Station Eleven*; Brenda Hillman, *Seasonal Works with Letters on Fire*; and Allison Cobb, *After We All Died*. We’ll also draw on the Yale University Press anthology of climate writing, *The Future of Nature*.

060.343 Marxism and Literature (3 credits)

This course will provide a survey of some of the concepts in Marx’s work, especially those to be found in volume 1 of *Capital*, that might help us get a clearer sense of 21st-century politics and culture. We will move outward from reading Marx to reading recent and classic texts in the Marxist critical tradition. We will discuss explicitly economic ideas about commodities, surplus value, and concrete and abstract labor, as well as historical and political ideas like “primitive accumulation” and the “uneven and combined development” of nations. We will think about what reading Marx and the Marxist tradition can help us see about colonialism, gender, race, technology, and the environment, as well as how it can clarify the character of economic crises. Toward the end of the term we will turn to literary texts, not necessarily “Marxist” themselves, to help us understand important questions that Marxism cannot tackle by itself, like: who are people, anyway? What do they hope for, when they write? Is there a Marxist idea of beauty, and is it different than everybody else’s? Along with Marx, and anti-colonial, anti-racist and feminist writers in the Marxist tradition, we’ll read work by the

novelist NK Jemisin, and the poet Stephanie Young.

DEPARTMENT OF HISTORY:

100.102 The Medieval World (3 credits)

This course will explore selected topics in the political, economic, social, and intellectual history of Western Europe in the period between the fall of the Roman Empire and the thirteenth century. Special emphasis will be given to understanding the ways in which medieval society functioned as a pioneer civilization, compelled to reorganize itself after the almost total collapse of the ancient world, and to the interplay between material and cultural forces in the processes of social organization.

100.115 Modern Latin America (3 credits)

Latin American history since 1800 taking on big questions of world history: the emergence of republics, migration voluntary and involuntary, development and environmental change, and fights for civil rights and liberties.

100.165 Japan in the World (3 credits)

This course is an introduction to Japan's history from 1800 to the present with emphasis on the influences of an increasing global circulation of ideas and people. Topics include the emperor system, family and gender, imperialism, World War II, the postwar economy, and global J-pop.

100.224 Slavery in the Americas and the Transatlantic Slave Trade, 1450-1890 (3 credits)

This course explores the origins, organization and abolition of the institution of Slavery in the Americas, the Transatlantic slave trade and their impacts on the formation of the Early Modern World c. 1450-1890.

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 to the 'Refugee Crisis', climate change and EU politics today.

100.239 Chronicling the Caribbean (3 credits)

This course explores innovations in Caribbean Archaeology and Caribbean History and challenges to European writing of the region's history as mere appendage to imperial history justifying European domination and exploitation of the region

100.246 Iberia in Asia: Early Modern Encounters and Exchanges (3 credits)

This course examines Iberian-Asian relations in the early modern period. It enriches and complicates our understandings of important concepts, such as colonialism, religious conversion, and global trade.

100.258 Theorizing Marriage in the US: Historical and Present Considerations (3 credits)

Students will examine marriage in the United States historically and theoretically, as well as matrimony's role in contemporary culture.

100.260 Boom, Bust, and the Rise of Financial Capitalism in America (3 credits)

This course explores how political, social, and legal contestation shaped the development of American financial capitalism. The course also focuses on how financial crises precipitated change throughout United States history.

100.292 Revolucionarios! Social Movements and Radical Politics from the Spanish Empire to the Catalan Crisis (3 credits)

This course examines different radical movement such as anarchism, communism, fascism, nationalism and feminism in the context of the Hispanic world from the nineteenth century to the twenty-first century. Course is in English. No Spanish required.

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.

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.

100.324 American Origins, ca. 1619-1776 (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.

100.337 American Foreign Policy, 1914-2016 (3 credits)

A history of American foreign relations from 1914-2016. The course focuses on the American creation of an international liberal order and the challenges to that international order.

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.

100.360 (01) The Modern British World: Imperial Encounters, Regimes, and Resistance, from the American Revolution to the present (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. This course focuses on varying forms of imperial governance, the interrelationships between metropole and colony, and the formation of British and colonial national identities.

100.365 Culture and Society in the High Middle Ages (3 credits)

This course will cover the period commonly known as the High Middle Ages, that is, the civilization of Western Europe in the period roughly from 1050 to 1350. It is a period of exceptional creativity in the history of Western Europe and in medieval history specifically, a time when many of the most characteristic institutions of Europe came into being.

100.391 Impeachments and Beyond: Law, Justice, and Politics in Latin America (3 credits)

Students taking this course will explore the intersections of the legal and political histories in Latin America, from indigenous legalities to current constitutional thought, corruption scandals, and lawfare.

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.

100.394 Brazilian Paradoxes: Slavery, Race, and Inequality in Brazil (from a Portuguese Colony to the World's 8th Largest Economy) (3 credits)

Place of contrasts, Brazil has a multi-ethnic cultural heritage challenged by social and racial inequalities. Its political life remains chaotic. We will examine these problems through Brazilian history and culture.

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.

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.

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.

100.408 Theorizing the Age of Enormity: Social Theory and the History of the 20th Century (3 credits) We will read and analyze key works of social and critical theory produced in relation to 20th and 21st century problems of state and society, nationalism, empire, totalitarianism, genocide, capitalism, political order, gender, race, sexuality, secularism, religion, environmental catastrophe. Possible readings include Weber, Du Bois, Adorno, Arendt, Foucault, Balibar, Beck among others.

100.422 Society and 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?

100.442 The Intellectual History of Capitalism, 1900 to present (3 credits)

This course examines shifting understandings of the philosophical foundations, political implications, and social effects of the market economy since the early twentieth century.

100.450 History Research Lab: Virtue Politics – From Athens to America (3 credits)

What matters most for good government: the quality of its institutions or of its rulers? Since the 16th c., western thought has focused on 'structural' concerns like the separation of powers. In his book Virtue Politics, James Hankins suggests that Renaissance humanism offered an alternative. Agnostic about institutions, 'virtue politics' cared about the souls of individuals in power. It said that the key to good politics lay in good education of the State's leaders. This course traces 'virtue politics' from roots in Antiquity to ramifications for 1/6/2021 and the Poor People's Campaign. Readings range widely across the western tradition, focusing especially on Liberal and Radical thought. They end with an evaluation of 20th- and 21st-c. American politics: from pragmatism to Civil Rights, critical pedagogy to Black feminism, fundamentalist evangelism to queer liberation. Participants collaboratively develop a "public engaging project" in lieu of a final exam.

100.497 The Year 1968: Rebels, Revolutions, and Right-Wing Backlash (3 credits)

The sixties were a decade of unrest, failed revolutions, and fundamental change across Europe and the US. We will look at how these years changed the world through the lens of national case studies and community engagement.

DEPARTMENT OF THE HISTORY OF ART:

010.403 Art and Science in the Middle Ages (3 credits)

This course investigates the intersections of art and science from the Carolingian period through the fourteenth century and the historical role images played in the pursuit of epistemic truths. Science – from the Latin *scientia*, or knowledge – in the Middle Ages included a broad range of intellectual pursuits into both the supernatural and natural worlds, and scholars have classified these pursuits in various ways (i.e. experimental or theoretical science, practical science, magic, and natural philosophy). A particular focus of this seminar will be placed on the assimilation of Greek and Islamic scientific advances in cartography, cosmology, and optical theory into the Latin theological tradition.

HISTORY OF SCIENCE, MEDICINE, AND TECHNOLOGY:

140.146 History of Public Health in East Asia (3 credits)

This course examines the history of disease, epidemics, and public health responses in East Asia from the 17th-20th centuries. This public health history emphasizes the interactions, connections, and comparisons among China, Japan, Korea, and Taiwan.

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.

140.232 : Food, Environment, and Society (3 credits)

A seminar discussing crucial events and processes in global history which have shaped how food production and consumption impacted the environment and human societies. Students will learn how food practices, originally bounded within certain places and cultures, became transformed in modern societies with the rise of modern agricultural, transportation and food processing technologies, as well as the public health and environmental consequences of these transformations. Sessions will include lectures, seminar discussions, field visits or guest speaker events, and some

hands-on activities. For the final project, students will conduct original research on topics of interest and produce a multi-media, public-facing intellectual product.

140.312: The Politics of Science in America (3 credits)

This course examines the relations of the scientific and technical enterprise and government in the United States in the 20th and 21st centuries. Topics will include the funding of research and development, public health, national defense, etc. Case studies will include the 1918 Spanish influenza epidemic, the Depression-era Science Advisory Board, the founding of the National Science Foundation and the National Institutes of Health, the institution of the President's Science Advisor, the failure of the Superconducting Supercollider, the Hubble Space Telescope, the covid pandemic, etc.

140.324 Commercializing Science: Academic Entrepreneurs from Kelvin to Venter (3 credits)

From the 19th century physicist William Thomson (Lord Kelvin) to contemporary geneticists such as Walter Gilbert and Craig Venter, academic scientists and engineers across a broad range of disciplines have commercialized academic knowledge and inventions as patentees, consultants, and entrepreneurs. This course examines the motives and strategies behind such commercialization activities, ethical issues associated with them, and the factors influencing their success. We will also explore the history of currently dominant policies and institutions designed to foster the commercialization of academic science and evaluate their impact from a longer-term perspective.

140.328 Science and Technology in Slave Regimes (3 credits)

This course explores the questions that arise when we juxtapose slave regimes with scientific and technological change. We'll consider very broad questions, such as, was slavery compatible with modernity? As well as study specific cases where slavery and technology intersected, such as the cotton gin or sugar cane plantations, but also the existence of "modern" scientific societies within slave regimes. We'll explore these questions from a trans-national perspective by comparing cases in the Antebellum US, Cuba, Brazil, Haiti and other countries.

140.339 Science & Technology in the Development of Modern Latin America (3 credits)

This seminar will survey the development of science and technology in modern Latin America, and explore their dynamics in the context of cultural, political, and economic forces.

140.368: Technological Transformations (3 credits)

Course explores the historical development of revolutionary technologies and their transformations of the individual and society. Focus on computing, biotech, consumer goods, warfare, manufacturing, agriculture, imaging, energy, transportation, and sustainability.

140.396: Encoding Bias: Algorithms, Artificial Intelligence, and the History of Computing (3 credits)

How can an inanimate object be biased? How is it possible for a machine or software to discriminate on the basis of race, gender, or economic status? After all, machines are supposed to be free from the lapses of judgement that can cloud human minds. And yet, the more we rely on digital technologies, the more we realize that algorithms are not as neutral and objective as we hoped they would be. This course traces the origins of computer bias to the aspirations, ideals, metaphors, hopes, fears, and, of course, biases of the people who developed computer technologies. During the semester, we will learn about the humble origins of computing technologies, the original, human "computers" in astronomical labs, Alan Turing's invention of a "digital" mechanical computer to decipher Nazi codes, the Cybernetics movement, the models of rationality and intelligence that guided the development of AI, the gendering of the computing profession, the advent of personal computers, and more. While exploring these episodes in the history of computing we will discuss and analyze the social and

structural origins of computer and algorithm bias.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES:

211.265 Panorama of German Thought (3 credits)

This course introduces students to major figures and trends in German literature and thought from the sixteenth to the twentieth century. We will pay particular attention to the evolution of German political thought from the Protestant Reformation to the foundation of the German Federal Republic after WWII. How did the Protestant Reformation affect the understanding of the state, rights, civic institutions, and temporal authority in Germany? How did German Enlightenment thinkers conceive of ethics and politics or morality and rights? How do German writers define the nation, community, and the people or *das Volk*? What is the link between romanticism and nationalism? To what degree is political economy, as developed by Marx, a critical response to romanticism? How did German thinkers conceive of power and force in the wake of World Wars I and II? What are the ties that bind and rend a community in this tradition? We will consider these and related questions in this course through careful readings of selected works.

211.300 Niccolò Machiavelli's "The Prince": Understanding the Meaning and Legacy of a Masterpiece (3 credits)

Who was Niccolò Machiavelli? We often hear the term "Machiavellian" in reference to actors in business or politics, but what does it really mean? What does Machiavelli teach us about the nature and the dynamics of political power? Can Machiavelli's thought offer insights into today's politics and fast-changing world? The course aims to answer these questions by addressing three topics. First, we will study Machiavelli's life and times, particularly the events connected to his production and the context in which he wrote his main writings. We will see how the fifteenth-century Florentine humanism and the massive political changes affecting early modern Europe shaped Machiavelli's mindset. Second, we will familiarize ourselves with Machiavelli's thought by reading *The Prince* and excerpts from *Discourses on Livy*. Third, we will get acquainted with some of the main trends in the reception of Machiavelli in the 20th and 21st centuries. Special attention will be paid to interpretations of Machiavelli by Antonio Gramsci, Leo Strauss, Isaiah Berlin, John Greville Agard Pocock, Quentin Skinner, and John P. McCormick. We will also pay attention to modern television programs and films that show the width and depth of Machiavelli's legacy.

DEPARTMENT OF NEAR EASTERN STUDIES:

130.214 The Origins of Civilization: A cross-cultural perspective (3 credits)

One of the most significant transformations in human history was the "urban revolution" in which cities, writing, and social classes formed for the first time. In this course, we compare five areas where this development occurred: China, Mesopotamia, the Indus Valley, Egypt, and Mesoamerica (Mexico/Guatemala/Honduras/Belize). In each region, we review the physical setting, the archaeological and textual evidence, and the theories advanced to explain the rise (and eventual collapse) of these complex societies.

DEPARTMENT OF PHILOSOPHY:

150.136 Philosophy & Science: An Introduction to Both (3 credits)

Philosophers and scientists raise important questions about the nature of the physical world, the mental world, the relationship between them, and the right methods to use in their investigations of these worlds. The answers they present are very different. Scientists are usually empiricists, and want to answer questions by experiment and observation. Philosophers don't want to do this, but defend their views a priori. Why? Can both be right? Readings will present philosophical and scientific views about the world and our knowledge of it. They will include selections from major historical and contemporary figures in philosophy and science. The course has no prerequisites in philosophy or science.

150.201 Introduction to Greek Philosophy (3 credits)

A survey of the earlier phase of Greek philosophy. Socrates, Plato, and Aristotle will be discussed, as well as two groups of thinkers who preceded them, usually known as the pre-Socratics and the Sophists.

150.205 Introduction to the History of Modern Philosophy (3 credits)

An overview of philosophical thought in the seventeenth and eighteenth centuries. We shall focus on fundamental questions in epistemology (knowledge, how we acquire it, its scope and limits), metaphysics (the ultimate nature of reality, the relation of mind and body, free will), and theology (the existence and nature of God, God's relation to the world, whether knowledge of such things is possible): all questions that arose in dramatic ways as a result of the rise of modern science. The principal philosophers to be discussed are Descartes, Locke, Hume and Kant, though we shall also make the acquaintance of Spinoza, Leibniz and Berkeley.

150.219 Introduction to Bioethics (3 credits)

Introduction to a wide range of moral issues arising in the biomedical fields, e.g. physician-assisted suicide, human cloning, abortion, surrogacy, and human subjects research. Cross listed with Public Health Studies.

150.220 Introduction to Moral Philosophy (3 credits)

A high level review of key thinkers in contemporary political thought.

150.240 Intro-Political Philosophy (3 credits)

Course reviews and explores canonical texts in political philosophy.

150.313 Technology, Democracy, and Social Justice (3 credits)

This course will consider healthcare technologies through the lens of political values: democracy and social justice. At a broad level, we will ask of these technologies: Who should decide on their design and use when the experts don't resemble the public and the public lacks expertise? How can we provide broad access to the benefits of these new technologies without exposing vulnerable people to further risk and unfairness? More narrowly, the course will focus on four technologies that affect healthcare: anti-malarial "gene drive" mosquitoes, medical AI, genomic data collection, and social media. Gene drives hold the promise of modifying mosquitoes to prevent the spread of infectious disease, but they also expose people in lower-income countries to unanticipated risks. Artificial intelligence and genomic data can deliver scarce medical resources to those who need it most and tailor it to minorities based on their precise characteristics. But they can also exacerbate existing unfairness while exposing minorities to risks of further discrimination and surveillance. Social media has a similar potential to deliver crucial health data, especially in a pandemic. But it also promotes

the spread of misinformation among the populations most in need of help. This course will consider how we can balance the benefits and risks of these novel technologies and who gets to decide that balance.

150.355 Philosophy of Law (3 credits)

In this course we will examine major issues in the philosophy of law, including the nature of law, the role of the Constitution in legal decisions, and the justification of punishment. No previous knowledge of law or philosophy is required.

150.425 Enlightenment Moral and Political Theory (3 credits)

An examination of some of the central texts of the Enlightenment, including works by Locke, Montesquieu, Rousseau, and Kant.

150.426 Philosophy and Disability (3 credits)

In this course, we will consider various philosophical issues related to disability. What counts as a disability? What obligations do we have, both as individuals and as a society, to people with disabilities? What counts as respecting people with disabilities, and what counts as unjustifiable discrimination against them?

150.436 Philosophy of Gender (3 credits)

In this class we will examine philosophical questions about gender, and about the intersections between gender and other social categories including race, class and sexuality. We will focus specifically on questions about the metaphysics of gender and other social categories.

150.452 Freedom of Will and Moral Responsibility (3 credits)

What are freedom of the will and moral responsibility? Are they compatible with determinism or naturalism? This course will examine various philosophers' answers to these questions.

150.461 Theory of Value (3 credits)

What is value? What is the difference between instrumental and final value? What is the relation of ethical and economic value? This course will explore a range of answers to these questions, with special focus on the role of desire and reason in determining value. Readings will include historical and contemporary authors.

150.486 Moral Imagination (3 credits)

This course explores the relationship between moral principles and how we use imagination to put or fail to put principles to work. We will read widely and eclectically in exploring this relationship.

DEPARTMENT OF POLITICAL SCIENCE:

190.101 Introduction to American Politics (3 credits)

This course examines the ideals and operation of the American political system. It seeks to understand how our institutions and politics work, why they work as they do, and what the consequences are for representative government in the United States. Emphasis is placed on the federal government and its electoral, legislative, and executive structures and processes. As useful and appropriate, attention is also given to the federal courts and to the role of the states. The purpose of the course is to understand and confront the character and problems of modern government in the United States in a highly polarized and plebiscitary era.

190.102 Introduction to Comparative Politics (3 credits)

To understand politics, the sound bites of the modern media take us only so far. In this course, we will take a step back and implement an intellectually rigorous method. Scholars of comparative politics use the method of comparison in order to illuminate important political phenomena of our times. Following this method, we will embark on a scholarly tour of the world and compare the politics of various countries. We will also trace these politics back to their historical sources. We will work from the assumption that there is something to be gained from such comparisons across space and time.

190.109 Politics of East Asia (3 credits)

This course examines some of the central ideas and institutions that have transformed politics in the contemporary world through the lens of East Asia, focusing on Japan, South Korea, Taiwan, and China. We analyze two enduring themes of classic and contemporary scholarship in comparative politics: development and democracy. The purpose is to introduce students to the various schools of thought within comparative politics as well as to the central debates concerning East Asian politics.

190.111 Introduction to Global Studies (3 credits)

This course surveys scholarly approaches to processes, relations, institutions, and social structures that cross, subvert, or transcend national borders. The course will also introduce students to research tools for global studies.

190.180 Introduction to Political Theory (3 credits)

This course serves as an introduction to the study of political thought. Political thought critically considers what we think we mean when we talk about ‘the political’, reflections that often lead political theorists to examine not only various kinds of political regimes, institutions, and practices, but also to explore matters of ethics, morality, anthropology, history, and biology. This particular course will focus on classical debates about freedom, equality, authority, and justice that have been revisited and revised by feminist political theorists such as Mary Wollstonecraft, Simone de Beauvoir, Audre Lorde, Catharine MacKinnon, bell hooks, Iris Marion Young, and Wendy Brown.

190.223 Understanding the Food System (3 credits)

This course examines the politics and policies that shape the production and consumption of food. Topics include food security, obesity, crop and animal production, and the impacts of agriculture on climate change. We will also consider the vulnerabilities of our food system to challenges such as the Covid-19 pandemic, as well as efforts to transform food and agriculture through new food technologies and grass-roots movements to create a more democratic food system.

190.225 Economic Growth and Development in East Asia (3 credits)

The course offers an overview of the complexities of East Asia’s development experience from a variety of perspectives, and it is divided into three parts to allow students to develop expertise in one or more countries and/or policy arenas, while also cultivating a broad grasp of the region and the distinct challenges of “East Asia fast-paced, sustained economic growth.”. Part I considers the origins of Asian economic development, analyses the common economic variables behind the region’s success, looks at the East Asian financial crisis and its lessons and assesses whether or not East Asian countries have learned them. Part II will focus on the development experiences of individual countries, with an emphasis on the ASEAN economies, NIEs, Japan and China. Part III considers topics of special interest to Asia, including trends toward greater regional economic cooperation, both in the real and financial/monetary sectors, and issues related to poverty, migration, and inclusiveness.

190.264 What You Need to Know About Chinese Politics (3 credits)

What you need to know about Chinese politics covers the major scandals, political events, and policy debates that every China watcher needs to know. This first module of a two-semester experience brings together two professors, Prof. Andrew Mertha (SAIS) and Prof. John Yasuda (KSAS), with very different perspectives on China's past achievements, its political and economic futures, and the global implications of China's rise. The course seeks to give ample coverage to every major political question about China that is often missed in a semester long class. In addition to lively debates between the instructors, students can also expect guest speakers from the policy world, business, and the academy for a fresh take on what's going on in China today.

190.267 Introduction to Political Economy (3 credits)

An introduction to the fundamental questions and concepts of political economy: money, commodities, profit, and capital. The course will study the nature of economic forces and relations as elements larger social and political orders.

190.300 Racial Inequality, Policy, and Politics in the US (3 credits)

While policies were passed to ensure equal opportunity for racially subjugated Americans, the United States witnessed increasing stratification of wealth and income and deepening concentration of poverty, stagnation in closing racial gaps, and new forms of inequality posed by the striking upsurge in contact with the criminal justice system at the bottom of the skills ladder and concentration of wealth at the top. At the same time, the welfare state came under attack and faced challenges posed by an aging population, women entering the labor force, deindustrialization, and international pressures of globalization. Social spending withered in some areas while spending on citizens was increasingly likely to happen through tax expenditures and private means. This course investigates the politics around these developments and competing perspectives in debates over redistributive policies in the United States and their impact on inequality, particularly race and gender inequality. We will examine the contours of inequality and explanations for why it has expanded over the past several decades. We explore why the US is exceptional in both the level of inequality it tolerates and the generosity and types of remedies to alleviate poverty in comparison to its European counterparts and debate the role of race, unions, electoral politics and institutions. We investigate several specific cases of persistent racial inequality – concentrated poverty, segregation, and incarceration. We investigate both how policies have reinforced racial and gender divisions from a top-down perspective as well as examining under what conditions the disadvantaged contest inequality, exploring how political struggle shapes policy from the bottom-up. The last part of the course examines the consequences of inequality and social policy for representation and citizenship and how economic inequality affects political representation and responsiveness of elites to masses.

190.306 Latin American Politics and Society in Comparative and Historical Perspective (3 credits)

The seminar will introduce students to the political and economic trajectories of Latin America as a whole and of individual countries, including Mexico, Brazil, Argentina, and Chile. Special attention will be paid to the long-term trajectory of the political regime (democracy versus dictatorship) and of economic development (variations in GDP per capita). Competing theories, from economic dependence to historical institutionalism, will be examined for their contribution to our understanding of Latin America's relative economic backwardness and low quality democracies.

190.308 Democracy and Dictatorship: Theory and Cases (3 credits)

The course will cover three topics: 1) The conceptualization of political regime, democracy and authoritarianism. We will also consider neighboring concepts of other macro-political structures—government, state, and administration—in order to be able to demarcate what is distinctive about the study of political regimes. 2) The characterization of political regimes in most Western and some

non-Western countries, in history and today. We will centrally focus on the so called “Waves of Democratization,” but we will also consider stories with less happy outcomes, that is, processes that led to the breakdown of democracies and the installation of repressive dictatorships. 3) The explanation(s) of the stability and change of political regimes around the world. Theoretical accounts of regime change come in many flavors—emphasis on economic versus political causes, focus on agents and choices versus structures and constraints, international versus domestic factors, among others. We will consider most of them.

190.314 Asian Cities in Comparative Perspective (3 credits)

The postwar era marked the rise of Asian cities. Not only do Asian cities host more than half of the world urban population, the majority of world megacities are also located in Asia. Notwithstanding its unprecedented scope and speed, an urbanizing Asia also offers fascinating alternative routes to prosperity outside the Western world. How did Tokyo rise from the ashes of war to be the global hub of trade and technology? How did Singapore and Hong Kong transform themselves from small towns to global metropolises? Why do we see fewer slums in Beijing than in New York? To engage these critical questions of cities, students in this course will pursue two modes of comparison: comparisons between newly-developed Asian cities and early capitalist cities in the West and comparisons among Asian cities. The material in this course will mainly discuss cities in East Asia and Southeast Asia. Nonetheless, students are welcome to draw examples from Western and Central Asia in discussions and assignments. Part I of the course introduces key concepts and major theories on cities and urbanization. Through problematizing familiar concepts like urbanism, urbanization, development, and slum, students will develop a critical understanding of concepts that might be taken for granted in everyday conversation. Part II moves to more empirically-grounded discussions of Asian cities. Each week, we will study a set of cities under a particular theme, where students will learn to apply but also challenge the concepts and theories that we learned in Part I. We will explore a wide range of topics that are central to development in Asian cities, including developmentalism, neoliberalism, city-states, authoritarianism, uneven development, and globalization.

190.319 Policy and Politics Design (3 credits)

The study of public policy is the study of power—who has it, how it is acquired, and how policies themselves grant or diminish the power of individuals and groups. It is also the study of choice—how political actors make consequential decisions to deploy their resources in different ways, some of which enhance magnify their power while others diminish it. This class will examine the scholarly literature on how public policy is made and how it can be changed. We will also engage directly with actors seeking to change public policy, in order to integrate our academic knowledge with their practical experience.

190.322 Future of American Democracy (3 credits)

For the most part, observers of American politics have not considered the possibility that the American democratic regime might be at risk. But the unexpected election of Donald Trump in 2016 and the subsequent course of his presidency have occasioned a great deal of uncertainty and anxiety about whether democracy in the United States is at risk and whether American political institutions can withstand the stresses of contemporary politics. This course will use the Trump era to explore the conditions that seem to threaten the stability of the American regime. We will begin by exploring the political circumstances that led to Trump’s rise. We will then examine what we can learn from the experience of other countries about the conditions that make democracy either robust or fragile. Finally, we will consider how a set of contemporary political conditions in the United States — extreme partisan polarization, intense racial antagonism, growing economic inequality, and expanded executive power — contribute to the challenges facing American democracy today and in the future.

190.323 Colonialism and Foreign Intervention in the Middle East and Africa (3 credits)

How did colonial rule and post-colonial foreign intervention shape the history and politics of states in the Middle East and Africa? The first part of this course focuses on the colonial period, examining the era of conquest, considering how and whether colonial rule differed from other types of ruling arrangements, and studying how people in colonized territories reacted to conquest and foreign rule. Part Two focuses on post-colonial foreign military interventions. Part Three considers the potential long-term consequences of colonialism and foreign intervention. The course focuses on British, French, and American imperialism. **This course is eligible for credit toward the Islamic Studies minor, but only if students relate their major research paper to Islam and also notify Prof. Lawrence at the beginning of the course of their intention to seek Islamic Studies credit.

190.331 America and the World (3 credits)

This course is a survey of the unique position of the United States in world politics. We will cover the broader international relations literature on the dynamics of hegemony and empire, from work in the realist tradition to more critical approaches. The course will encompass security politics as well as the economic and monetary dimensions of American influence. Interested students must have at least completed one 100 or 200 level introductory course in international relations.

190.333 American Constitutional Law (3 credits)

This course covers enduring debates about the way the Constitution has structured the U.S. government and about which powers the Constitution assigns to the federal government and to the states. We will examine these debates in the context of American political history and thought by studying the writings of prominent participants, and landmark Supreme Court cases.

190.335 Imagining Borders (3 credits)

What is a border and why do borders matter in global politics. What do borders mean under conditions of globalization? An examination of the politics of borders, transborder flows, and networks within and across borders. The readings which come from political science and other disciplines, will include theoretical and case-specific works.

190.341 Korean Politics (3 credits)

This course introduces students to the historical and institutional foundations of modern South Korean politics. Topics include nationalism, political economic development, civil society, globalization, and ROK-DPRK relations. Recommended students should take Intro to Comparative Politics or a course related to East Asia first.

190.347 A New Cold War? Sino-American Relations in the 21st Century (3 credits)

“Can the United States and China avoid a new Cold War? One might think not given disputes over the South China Sea, Taiwan, Hong Kong, human rights, trade, ideology and so much more. Moreover, competition for influence in the developing world and American concerns as to whether China will replace it as the preeminent world power suggest a new Cold War is in the offing. Nevertheless, their extensive economic ties and need to work together to solve common problems such as climate change, nuclear proliferation, and pandemics argues against a continuing confrontation. This course will examine whether cooperation or conflict will define Sino-American relations, and whether a new Cold War—or even a shooting war—lies in the future.”

190.348 Business, Finance, and Government in E. Asia (3 credits)

Business, Finance, and Government in East Asia explores the dynamics of East Asia's economic growth (and crises) over the last fifty years. We will examine Japan's post-war development strategy, the Asian tiger economies, and China's dramatic rise. Centered on case studies of major corporations,

this course examines the interplay between politics and economics in East Asia, and considers the following questions: How have businesses navigated East Asia's complex market environment? In what ways can the state foster economic development? How has the financial system been organized to facilitate investment? What are the long-term prospects for growth in the region?

190.370 Chinese Politics (3 credits)

This course is designed to help students better understand the politics of China. Lectures will focus on the tools of governance that China has employed to navigate its transition from plan to market, provide public goods and services to its citizens, and to maintain social control over a rapidly changing society. The course will draw heavily from texts covering a range of subjects including China's political economy, social and cultural developments, regime dynamics, and historical legacies. Students interested in authoritarian resilience, governance, post-communist transition, and domestic will find this course particularly instructive.

190.380 The American Welfare State (3 credits)

This course analyzes the distinctive US welfare state in historical and comparative perspective. We begin with a survey of the policy context, an historical overview from the poorhouses through the Great Society, and a tour of welfare states across the rich democracies. We then survey developments – and explain the actual workings of policy – across jobs, education, welfare, pensions, and health care. We explore the institutional and political factors behind their divergent trajectories through conservative revival and the age of Trump. Students will write a seminar paper exploring policy development over time in a program or area of their choosing. Enrollment restricted to Social Policy minors only.

190.385 Urban Politics and 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.

190.389 China's Political Economy (3 credits)

This course examines the most important debates about China's political economic development. After exploring Mao Zedong's disastrous economic policies, we will consider the politics of reform and opening under Deng Xiaoping, and finally conclude with China's state capitalist policies across a variety of issue areas. The course will cover literatures on financial reform, public goods provision, foreign trade and investment, agriculture, corruption, business groups, and regulatory development. Where possible we will draw comparisons with the economic experiences of other East Asian nations as well as other post-communist states.

190.392 Introduction to Economic Development (3 credits)

Most wealthy countries are democracies, but not all democracies are wealthy—India, Costa Rica, and Mongolia are prominent examples. This course explores three fundamental questions: 1) What political institutions promote economic prosperity? 2) Under what conditions does democracy promote prosperity? 3) What are the mechanisms connecting political institutions and economic performance?

190.395 Law, Morality, and the State (3 credits)

Beginning with Plato, and using Nietzsche's history of metaphysics as a guide, this course explores answers provided in Euro-American political thought to a central question in political theory: 'Why should I (or anyone) obey anyone else?' While critically examining concepts of power and authority, we will read, in addition to works by Plato and Nietzsche, works by Kant, Mill, Rawls, Foucault, and Bennett. This is an upper-division undergraduate writing intensive seminar limited to 15 students.

Final grades will be based on three papers, one revision, and class participation.

190.396 Capitalism and Ecology (3 credits)

Capitalism and Ecology focuses on the relations between capitalism and climate during the era of the Anthropocene. How do capitalist processes of fossil extraction, consumption, production and governance contribute to the pace of climate warming, glacier flows, the ocean conveyor system, species loss and other phenomena? What are the effects and the possible modes of political response? How do the nonhuman, self-organizing processes such as glaciers, oceans and climate change on their own as they also amplify the effects of capitalist emissions? The course combines texts on capitalism and activism with those by geoscientists on how the nonhuman systems work. Books by authors in the fields of political theory, geology, anthropology, economics, philosophy and ethology will be drawn upon. Authors such as Michael Benton, Brian Fagan, Hayek, Naomi Klein, Fred Hirsch, Fred Pearce, van Dooren and Connolly are apt to be read to engage these issues. A previous course in political theory is recommended. The class is organized around student presentations on assigned readings. Two papers, 10-12 pages in length. Extensive class discussion.

190.405 Food Politics (3 credits)

This is an advanced undergraduate seminar that explores how racial stigma functions as a marker of being always already in debt. In view of the legacies of settler-colonialism, imperialism and chattel slavery, how is it that those from whom so much has been taken are nevertheless regarded as perpetually in debt? We shall examine the moral, economic and racialized logics of power through which a range of political subjects come to be regarded as ungrateful “takers” as opposed to “makers,” and owing a debt to society. In so doing, we will investigate how temporality functions as a tool of power by considering how the indebted are made vulnerable to precarity, discipline, and disposability—in effect, forced to live life on borrowed time.

192.415 The Battle of Ideas for the World Economy (3 credits)

This seminar is intended as a capstone intellectual experience for seniors and advanced juniors majoring in international studies. The course presumes some background in economics, comparative politics, and international relations. This course will hone your analytical and writing skills by exposing you to theoretically advanced forms of political economy argument in a “proposition-opposition” format. The seminar is organized around a series of thematic pairings, covering such political economy themes like free trade vs. protectionism, free market capitalism vs. socialism, democratic erosion vs. autocratic strength, hegemonic stability vs. US abdication of power, or whether the current populist wave has mainly economic or mostly cultural roots. Each segment will deal with a specific topic area. Our discussions will involve in-depth interrogations of the arguments of these ‘pro-con’ authors.

190.429 The Political Bases of the Market Economy (3 credits)

Although “the market” is conventionally understood as separate from “politics”, the modern market economy did not arise in a political vacuum. In fact, the very separation between the economy and politics is itself the product of a politically potent set of ideas. This course is an upper-division reading seminar on the origins and evolution of the modern market economy. Readings will include Smith, Marx, Weber, Polanyi, Keynes, Hayek, Friedman, Becker, and Foucault. Recommended course background: Introduction to comparative politics OR any college-level course in social or political theory.

190.437 Race and Ethnic politics in the US (3 credits)

Race has been and continues to be centrally important to American political life and development. In this course, we will engage with the major debates around racial politics in the United States, with a substantial focus on how policies and practices of citizenship, immigration law, social provision, and

criminal justice policy shaped and continue to shape racial formation, group-based identities, and group position; debates around the content and meaning of political representation and the responsiveness of the political system to American minority groups; debates about how racial prejudice has shifted and its importance in understanding American political behavior; the prospects for contestation or coalitions among groups; the “struggle with difference” within groups as they deal with the interplay of race and class, citizenship status, and issues that disproportionately affect a subset of their members; and debates about how new groups and issues are reshaping the meaning and practice of race in the United States.

190.440 European Politics in Comparative Perspective (3 credits)

Europe has been in a sense the first testing ground for theories of comparative politics, but many outsiders now see Europe as a pacified and somewhat boring place. This course will question conventional wisdom through an examination of European politics in historical and cross-national perspective. We will apply the comparative method to the study of European politics today, and conversely we will ask what Europe tells us more generally about politics. We will see that Europe is still a locus of intense conflict as well as remarkably diverse experimentation. Topics will include: political, legal, and economic governance; the evolution of democracy and fundamental rights, the welfare state, class stratification, immigration and race, the role of religion; European integration and globalization. Recommended background: Introduction to Comparative Politics.

190.473 Political Polarization (3 credits)

The American constitutional order, which was designed to operate without political parties, now has parties as divided as any in the democratic world. This course will examine explanations of how this happened, the consequences of party polarization for public policy and governance, and what if anything should be done about it.

190.491 Political Economy of Gender (3 credits)

Over the past two hundred years, with the rise of industrial production, growing educational attainment, and availability of contraception, women have entered the formal labor market in vast numbers. Yet despite advances, there are still important disparities between genders, often exacerbated by class and racial politics. This course unpacks the elements of the transition in the political economy of gender and examines its limits. We set out to understand women's labor in emerging industrial and post-industrial economies; the causes and consequences of women's political inclusion; gendered opportunities in the labor force including the persistence of pay gaps; and the formation of economic and political preferences across the genders. Theoretically, we will engage with Marxian political economy, neo-classical economic approaches, and the household bargaining literature to understand how political and economic institutions reproduce or remedy problems including the gender gap in wages, in political representation, and in women's economic opportunities. Throughout the course we will also engage with challenges faced by minority groups and by women in developing countries.

191.331 Racial Capitalism in a Global Perspective (3 credits)

We live in a world of brutal racial violence and massive economic inequality. How did the world get this way? Can these global conditions be changed? This course tackles these questions through the lens of global racial capitalism. We will draw the global political theories of Karl Marx, W.E.B. Du Bois, C.L.R James, Cedric Robinson, Angela Davis and Saidiya Hartman to think about how people are brought into violent contact through imperialism, colonialism, warfare, trade, and cultural exchange. Topics include: slavery, logistics, global policing, war, class, profit, primitive accumulation, decolonization, resistance, and freedom.

191.345 Russian Foreign Policy (3 credits)

This course will explore the evolution of Russian Foreign Policy from Czarist times to the present. The main theme will be the question of continuity and change, as the course will seek to determine to what degree current Russian Foreign Policy is rooted in the Czarist(1613-1917) and Soviet(1917-1991) periods, and to what degree it has operated since 1991 on a new basis. The main emphasis of the course will be on Russia's relations with the United States and Europe, China, the Middle East and the countries of the former Soviet Union--especially Ukraine, the Baltic States, Transcaucasia and Central Asia. The course will conclude with an analysis of the Russian reaction to the Arab Spring and its impact both on Russian domestic politics and on Russian foreign policy.

191.347 The Political Economy of Climate Change (3 credits)

Scientists tell us that continued reliance on fossil fuels to drive our economies causes global warming, which in turn poses an existential threat to humanity as we know it. But the major tools of societies to steer a clean energy transition—climate and energy policies—often fail, lack ambition, and vary widely from country to country. This is puzzling: Why is it so difficult to pass meaningful policies even though the stakes are so high? How to explain the varying responses to the same problem? In this course, students study the struggle over energy and climate policies through case studies of large industrialized countries. Besides other things, we will ask why the US failed to install any kind of meaningful climate policy, if and how the problems of the EU's carbon market can be solved, why China cancelled over 100 coal-fired power plants in 2017, and why cloudy Germany became a solar energy powerhouse.

191.359 North Korea, Identity, and International Politics (3 credits)

This course analyzes the role of identity and foreign policy in contemporary North Korea. We begin with an overview of North Korea's political economic development and the role of national identity in state formation. We will then use those concepts to explore North Korea's relations with South Korea, China, and the United States through topics such as regime security, nuclear weapons, human rights, and social change. The course ties together academic literature, journalistic sources, and policy research with in-class activities and writing assignments. It is recommended that students have taken a survey course on International Relations (e.g., Global Security Politics, Contemporary International Politics).

191.375 Thinking Organizationally about Politics (3 credits)

Part of the Aitchison undergraduate fellows in DC program, course provides a survey of theories of organizational behavior in economy, government, and higher education.

191.382 Thinking Economically (3 credits)

Economics has become the most influential social science discipline in policymaking, with economists permeating public policy discourse. Your semester in Washington is designed to give you an introduction to the ways of the Capitol and the Capital. As such, a vital part of your training – and the goal of this class – will be to become an informed consumer and translator of economic arguments. This entails understanding economic terms and definitions, the models and tools used by economists, when and how the government might intervene in the market, and what the economics are behind economic policies. Most weeks are organized around a key economics-related legislation or initiative, which we use as an entry point into understanding and comparing three different political economy perspectives: libertarianism, liberalism, and structuralism. Many weeks will have guest speakers from the policy world. No prior economics training is required. Unlike many economics classes, we do not assign math or problem sets.

DEPARTMENT OF SOCIOLOGY:

230.101 Introduction to Sociology (3 credits)

Introduces students to basic sociological concepts and perspectives, and applies them to a variety of topics including family, work, and the dynamics of class, gender, and racial/ethnic inequalities in the United States and globally.

230.150 Issues in International Development (3 credits)

Why do billions of people continue to live in poverty? What obstacles stand in the way of secure and dignified lives for all? Who is most likely to bring about change, what strategies should they follow, and what kinds of institutions should they put in place? This course will introduce the main theoretical perspectives, debates, and themes in the field of international development since the mid-20th century. It has three sections. The first section focuses on debates over the optimal conditions and strategies for generating economic growth and on the relationship between growth, human welfare, and inequality. The second section presents critical assessments of development interventions from various perspectives. The third section considers the role of social movements in shaping development and social change in the 21st century.

230.205 Introduction to Social Statistics (4 credits)

This course will introduce students to the application of statistical techniques commonly used in sociological analysis. Topics include measures of central tendency and dispersion, probability theory, confidence intervals, chi-square, anova, and regression analysis. Hands-on computer experience with statistical software and analysis of data from various fields of social research.

230.213 Social Theory (3 credits)

This course will focus on four classical theorists whose ideas have greatly influenced the ways we study society: Karl Marx, Max Weber, Emile Durkheim, and W. E. B. Du Bois. The course is devoted to understanding how each theorist understood the origin, structure, and historical dynamics of modern societies. In addition to comparing their theories, we will use them to analyze current social issues, including those involving social inequality, conflict, cohesion, and change.

230.326 Sociology of the Military-Industrial Complex (3 credits)

Students will critically examine the U.S. military-industrial complex-and the social relations that constitute it-in the twentieth and twenty-first centuries by drawing on works from sociology, history, political science, geography, and economics. Over the course of the semester, we will interrogate how (and by whom) war is made. In 2020, over a third of the record-breaking U.S. Department of Defense budget was earmarked for the procurement of weapons and supplies from for-profit armaments firms. Billions more flow to private companies that provide services-from security and combat to cleaning and food preparation-to the military. Over 2 million people are directly employed by the U.S. military, and countless more by its myriad private contractors. This sprawling network of private corporations, armed services, political actors, and workers constitute the military-industrial complex. By examining this network of actors that “make war,” students will explore the social, political, and economic dimensions of U.S. militarism and their changes over time.

230.229 Capitalism, Development, and Resistance in South Korea (3 credits)

This course examines the origins, processes, and consequences of economic development in South Korea. Attention will be paid to the rise of big business, strong state, and contentious society in the post-1945 period. The first part of the course focuses on the academic debates on Korea's economic miracle and introduces theories of late development and state formation. The second part of the course explores labor unrest and social conflicts that have emerged in response to capitalist development in twentieth and twenty-first century Korea.

230.233 Inequality and Social Change in Contemporary China (3 credits)

This course examines the trajectory of economic development in China since the beginning of market reforms in the late 1970s, with a special focus on social inequality and forms of resistance that have emerged in response to the expansion of the market economy. The first part of the course focuses on understanding the academic debates around China's economic miracle and introduces students to theories about the relationship between market expansion and social resistance. The second part focuses on key thematic topics including the rural/urban divide, rural protest, urban inequality and labor unrest, gender and sexuality in social movements, environmental protests, and the politics of ethnic relations.

230.244 Race and Ethnicity in American Society (3 credits)

Race and ethnicity have played a prominent role in American society and continue to do so, as demonstrated by interracial and interethnic gaps in economic and educational achievement, residence, political power, family structure, crime, and health. Using a sociological framework, we will explore the historical significance of race and its development as a social construction, assess the causes and consequences of intergroup inequalities and explore potential solutions.

230.312 Education and Society (3 credits)

This course analyzes educational systems as social institutions and organizations. It gives particular attention to the often taken-for-granted ways that we structure learning in schools and their consequences for social inequality. To these ends, the course will examine classical institutional and organizational theory in sociology and evaluate these theories in their application to historical process of educational formation and the contemporary organization of K-12 schooling in the US.

230.313 Space, Place, Poverty and Race: Sociological Perspectives on Neighborhoods and Public Housing (3 credits)

Is a neighborhood just a grouping of individuals living in the same place, or do neighborhoods have collective meanings and impacts on children and families? We will capitalize on research methodologies used to define and describe neighborhoods and their effects on economic and educational outcomes. These include case studies, census data, surveys, quasi/experimental data. Focus is on how research measures neighborhood effects and incorporates community level processes into models of social causation (e.g., social capital/control, community efficacy, civic engagement). Also examined: patterns in residential mobility, segregation, and preferences within black and white populations; development of housing policy in the U.S.; programs to determine how neighborhoods affect issues of social importance. Statistics and public policy background is helpful but not required.

230.318 State and Society in Modern India (3 credits)

This course examines the complex, at times conflicting, relationship that has emerged between Indian seats of power from above and Indian expressions of society from below. Attention will be placed on the period between 1947 to the present.

230.324 Gender and International Development (3 credits)

This course employs a comparative perspective to examine the gendered impact of international development experiences and policies. Students will discuss the historical evolution of how the concept of gender has been constructed, conceptualized, and integrated into international development theory and practice. The course will also examine how greater international development. In particular, we will examine structural theories of poverty reduction, individual theories of power and processes of stratification at the household and family level. Specific issue areas will include the globalization, class and work political participation and social movements.

230.349 Class, Race, and Political Struggle in Capitalist Societies (3 credits)

Does capitalism promote democracy and stability, or repression, racial conflict, and social unrest? Following the 2008 financial crisis, countries around the world have experienced severe economic and political crises, giving rise to explosive movements that have challenged the viability of capitalism and democracy as durable systems. By considering these developments, this course examines the core political dimensions of capitalist societies. We will define and discuss key terms, like capitalism, racial capitalism, the capitalist state, democracy, social movements, and more. We will pay special attention to the ways in which the economic, political, and ideological structures of capitalist societies shape and are shaped by social movements and political parties. The course is global in perspective, drawing on developments in many countries, with a special focus on the United States.

230.352 Chinese Diaspora: Networks and Identity (3 credits)

This course combines lecture and class discussion. It examines the history and historiography of Chinese overseas migration. Major issues include overseas Chinese as “merchants without empire,” Chinese exclusion acts in the age of mass migration, the “Chinese question” in postcolonial Southeast Asia, as well as the making and unmaking of Chinese identity in the current wave of globalization.

230.369 Sociology in Economic Life (3 credits)

This course discusses how geopolitics, technology as well as social differentiation (such as race, class and gender) shape the structure of economic actions. Special attention will be paid to patterns of state-business relationship, labor processes, migrant economy, globalization and international division of labor.

230.370 Housing and Homelessness in the US (3 credits)

This course will examine the role of housing, or the absence thereof, in shaping quality of life. It will explore the consequences of the places in which we live and how we are housed. Consideration will be given to overcrowding, affordability, accessibility, and past and existing housing policies and their influence on society. Special attention will be given to the problem of homelessness.

230.378 Refugees, Human Rights, and Sovereignty (3 credits)

What is a refugee? Since World War II, states that have pledged to offer protection to refugees have frequently been drawn instead to the dictates of nationalism and communitarianism, which prioritize concern for their own citizens, rather than to the needs of forced migrants. As a result, even those migrants that have been formally recognized as refugees according to the 1951 UN Refugee Convention have not been assured of protection, and other migrants have been even less assured. In this course, we will locate the reasons for this reality in the legal, political, and historical underpinnings of political asylum. What is the difference between an asylum seeker and a refugee? How has the refugee category been redefined and contested by international bodies since 1951? How are the ambiguities of real-life violence and persecution simplified in asylum adjudication interviews that require clear, factual narratives? What kinds of protections are offered to asylum seekers, whether by UN bodies, NGOs, or host governments, and how have such protections varied geographically and historically? Finally, what protections, if any, are afforded to those migrants who are fleeing not persecution but rather “merely” endemic poverty or climate-induced displacement? The course draws on literature from sociology, history, anthropology, and international refugee law in order to understand the capacity (or lack thereof) of human rights discourses and declarations to contravene state sovereignty in the name of protecting the rightless.

230.385 Schooling, Racial Inequality, and Public Policy in America (3 credits)

After examining alternative explanations for why individuals obtain different amounts and types of educational training, the course focuses on how an individual’s family background and race affect his or her trajectory through the educational system. The course covers the specific challenges that have

confronted urban schooling in America since the 1960s, including the classic literature on the effects of school and community resources on student achievement as well as the development and later evaluation of school desegregation policies. The course also considers case studies of current policy debates in the US, such as housing segregation and school resegregation, voucher programs for school choice, and the motivation for and consequences of the establishment of state-mandated testing requirements. Throughout the course, emphasis is placed upon the alternative modes of inquiry and writing which opposing scholars, policymakers, and journalists use to address these contentious topics.

230.389 The Value of Life: Racism, Capitalism, and Health (3 credits)

We are generally told that you can't put a price on life or a price on our health but lives are quantified, valued and priced every day. In this class we will explore the ways in which life is valued in the modern world, its effects and the outcomes from it. We will also examine how forms of quantification and valuation have been employed to dehumanize and subjugate peoples, especially those racialized as different. Beginning with an exploration of human pricing during the trans-Atlantic Slave trade and continuing through to contemporary health care and health insurance practices, this course will examine how we value (monetarily) human existence in modernity. This course will introduce students to ideas emerging out of the Black Marxist Tradition, postcolonial thought, and critical feminist approaches to historical research. From the examination of insurance under slavery to the use of race corrections in medical algorithms, this class will confront students with the question- "how can we put a price on life?" and most importantly "Should we?".

230.394 Contemporary Social Theory (3 credits)

What is the structure of society, how does it change, and how is it reproduced? What is the relation between social structures and our ideas about them? What are the conditions of possibility for human freedom? This course will examine how major social theorists of the 20th century advanced novel answers to these questions as they grappled with the historical events and social concerns of the 20th century—the Russian revolution and its degeneration into Stalinism, the failure of communist movements in the West, the rise and fall of fascism and Nazism, the consolidation of capitalist democracies and welfare states, the emergence of anti-colonial movements in the “Third World,” and the persistence of race, gender and sexuality as forms of domination. In addition to understanding and comparing theories, we will assess their usefulness for understanding the present. This is a reading and writing-intensive seminar.

230.397 The Political Economy of Drugs and Drug Wars (3 credits)

In the United States, we spend more than \$100 billion annually on illegal drugs—and the government spends more than \$50 billion a year to combat their sale and use. These statistics raise important and complicated social questions. This course will examine the production, sale, use, and control of illegal drugs from a historical and sociological perspective. We will have three objectives: to understand the social construction of drug use and illegality in the United States and other rich countries; to uncover the political and economic consequences of drug trafficking in those countries that produce drugs, particularly in Latin America; and to examine the political economy of drug control through the so-called War on Drugs, both domestically and internationally.

230.405 Neoliberalism (3 credits)

Neoliberalism, a political project that seeks to subject all aspects of social life to free market force, has ascended to orthodoxy in developed and developing countries alike over the last four decades. This course is a reading seminar focused on some of the key classic and cutting-edge original texts that critically examine and debate the origins, socio-political impacts, and crisis of the neoliberal project. It will cover such topics as the genealogy of the neoliberal idea, neoliberal state, informalization of works, neoliberal cities, rise of the one percent, and global governance. Class will

be a mix of lecture and seminar-style discussions. Requirements include reading memo, class presentation, and a term paper.

230.465 Labor in the World System (3 credits)

This is an intensive reading seminar on working class formation from a comparative, historical and global perspective, including theoretical and empirical (case study) readings on changes over time in labor process, labor markets, and labor movements. We will build on a range of local case studies to establish spatial and temporal patterns, and discuss the connections between these global patterns and the dynamics of historical capitalism.

INTERDEPARTMENTAL:

360.247 Introduction to Social Policy: Baltimore and Beyond (3 credits)

This course will introduce students to basic concepts in economics, political science and sociology relevant to the study of social problems and the programs designed to remedy them. It will address the many inequalities in access to education and health care, unequal treatment in the criminal justice system, disparities in income and wealth, and differential access to political power. The focus will be on designing effective policies at the national and local level to address these pressing issues. This course is open to all students, but will be required for the new Social Policy Minor. The course is also recommended for students who are interested in law school, medical school, programs in public health, and graduate school in related social science fields. This course does not count as one of the required courses for the Economics major or minor, but it is required for the Social Policy Minor. Cross list with Sociology, Economics and Political Science. Freshman, Sophomore and Juniors only.

Appendix B:

Faculty

The faculty members listed below teach courses that would count toward the major's distribution requirement, and a subset of them would serve on the inaugural Advisory Board for the major.

| Name | Rank, Title, & Dept. | Deg. | Degree Field & Institution | Status | Courses Taught in Appendix A |
|--------------------------|---|-------------|---|---------------|--|
| Joel Andreas | Professor of Sociology | Ph.D. | Sociology (UCLA) | Full-time | 230.213 Social Theory |
| Yuen Yuen Ang | Professor of Political Science | Ph.D. | Political Science (Stanford) | Full-time | N/A (recent appointment) |
| Robert Barbera | Lecturer and Director of Center for Financial Economics | Ph.D. | Economics (Johns Hopkins) | Full-time | 180.101 Elements of Macroeconomics and 180.252 Economics of Discrimination |
| Richard Bett | Professor of Philosophy | Ph.D. | Philosophy (University of California, Berkeley) | Full-time | 105.136 Introduction to Greek Philosophy |
| Hilary Bok | Luce Professor in Bioethics and Moral and Political Theory | Ph.D. | Philosophy (Harvard University) | Full-time | 150.219 Introduction to Bioethics, 150.220 Introduction to Moral Philosophy, 150.426 Philosophy and Disability, and 150.452 Freedom of Will and Responsibility |
| Angus Burgin | Associate Professor of History | Ph.D. | History (Harvard University) | Full-time | 100.442 Intellectual History of Capitalism |
| Ryan Calder | Assistant Professor of Sociology and Islamic Studies | Ph.D. | Sociology (University of California, Berkeley) | Full-time | 230.101 Introduction to Sociology |
| Filipe Campante | Bloomberg Distinguished Professor, SAIS and Department of Economics | Ph.D. | Economics (Harvard University) | Full-time | 180.338 Political Economy and Development |
| Samuel Chambers | Professor of Political Science | Ph.D. | Political Science (University of Minnesota) | Full-time | 190.184 Introduction to Political Theory and 190.267 Introduction to Political Economy |
| N. D. B. Connolly | Herbert Baxter Adams Associate Professor of History | Ph.D. | History (University of Michigan) | Full-time | 100.301 America after the Civil Rights Movement |
| Henry Farrell | SNF Agora Institute Professor of | Ph.D. | Government (Georgetown University) | Full-time | N/A (recent appointment) |

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|-------------------------------|--|-------|---|-----------|--|
| | International Affairs, SAIS | | | | |
| Katie Hindmarch-Watson | Assistant Professor of History | Ph.D. | History (Johns Hopkins University) | Full-time | 100.360 The Modern British World: Imperial Encounters, Regimes, and Resistance, from the American Revolution to the present |
| Nicolas Jabko | Associate Professor of Political Science | Ph.D. | Political Science (University of California, Berkeley) | Full-time | 190.102 Introduction to Comparative Politics, 190.429 The Political Bases of the Market Economy and 190.440 European Politics in Comparative Perspective |
| Ali Khan | Abram Hutzler Professor of Political Economy | Ph.D. | Economics (Yale University) | Full-time | None in period represented in Appendix A, but has since taught 180.347 On Keynesian Economics and the Economics of Keynes |
| Naveeda Khan | Associate Professor of Anthropology | Ph.D. | Anthropology (Columbia University) | Full-time | 070.132 Invitation to Anthropology and 070.495 Householding on a Warming Earth |
| Michael Kwass | Professor of History | Ph.D. | History (University of Michigan) | Full-time | 100.303 Old Regime and Revolutionary France |
| Chris Lebron | Associate Professor of Philosophy | Ph.D. | Political Science (Massachusetts Institute of Technology) | Full-time | 150.240 Introduction to Political Philosophy and 150.486 Moral Imagination |
| Michael Levien | Associate Professor of Sociology | Ph.D. | Sociology (University of California, Berkeley) | Full-time | 230.150 Issues in International Development, 230.213 Social Theory, and 230.395 Contemporary Social Theory |
| Robert Lieberman | Krieger-Eisenhower Professor of Political Science | Ph.D. | Political Science (Harvard University) | Full-time | 190.101 Introduction to American Politics, 190.322 Future of American Democracy, and 360.247 Introduction to Social Policy: Baltimore and Beyond |
| Casey Lurtz | Assistant Professor of History | Ph.D. | History (University of Chicago) | Full-time | 100.115 Modern Latin America |
| Minkah Makalani | Associate Professor of History and Director of the Center for Africana Studies | Ph.D. | History (University of Illinois at Urbana-Champaign) | Full-time | N/A (recent appointment) |

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|----------------------------|---|-------|--|-----------|--|
| John Marshall | Leonard and Helen R. Stulman Professor of History | Ph.D. | History (Johns Hopkins University) | Full-time | 100.404 John Locke, 100.413 London 1580-1830: The History of Britain's capital city, and 100.445 Revolution, Anti-Slavery, and Empire 1773-1792 |
| Sebastian Mazzuca | Assistant Professor of Political Science | Ph.D. | Political Science (University of California at Berkeley) | Full-time | 190.306 Latin American Politics and Society in Comparative and Historical Perspective, 190.308 Democracy and Dictatorships: Theory and Cases, and 190.392 Introduction to Economic Development |
| Joris Mercelis | Assistant Professor of History of Science and Technology | Ph.D. | History (Ghent University) | Full-time | 140.324 Commercializing Science: Academic Entrepreneurs from Kelvin to Venter |
| Stephen Morgan | Bloomberg Distinguished Professor of Sociology and Education | Ph.D. | Sociology (Harvard University) | Full-time | 230.244 Race and Ethnicity in American Society and 230.385 Schooling, Racial Inequality, and Public Policy in America |
| Dean Moyer | Professor of Philosophy | Ph.D. | Committee on Social Thought (University of Chicago) | Full-time | 150.255 Philosophy of Law and 150.461 Theory of Value |
| Christopher Nealon | Professor of English | Ph.D. | English (Cornell University) | Full-time | 060.109 Robots, Androids, and Slaves, 060.318 Contemporary Literature and Climate Change and 060.343 Marxism and Literature |
| Leah Wright Rigueur | SNF Agora Institute Associate Professor of History | Ph.D. | History (Princeton University) | Full-time | N/A (recent appointment) |
| Joshua Simon | Assistant Professor of Political Science | Ph.D. | Political Science (Yale University) | Full-time | 190.180 Introduction to Political Theory |
| Lisa Siraganian | Associate Professor and J. R. Herbert Boone Chair in Humanities | Ph.D. | English and American Literature (Johns Hopkins University) | Full-time | 300.227 Business Fictions and 300.402 What is a Person? Humans, Corporations, Robots, Trees |
| Steven M. Teles | Professor of Political Science | Ph.D. | Government and Foreign Affairs (University of Virginia) | Full-time | 190.319 Policy and Politics Design, 190.473 Political Polarization, and 191.375 Thinking Organizationally about |

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|-----------------------------|---|-------|--|-----------|--|
| | | | | | Politics |
| Dawn Teele | SNF Agora Institute Professor of Political Science | Ph.D. | Political Science (Yale University) | Full-time | 190.491 Political Economy of Gender |
| Christy Thornton | Assistant Professor of Sociology | Ph.D. | History (New York University) | Full-time | 230.150 Issues in International Development, 230.397 The Political Economy of Drugs and Drug Wars |
| Vesla Weaver | Bloomberg Distinguished Professor of Political Science and Sociology | Ph.D. | Political Science (Harvard University) | Full-time | 190.300 Racial Inequality, Policy, and Politics in the US and 360.247 Introduction to Social Policy: Baltimore and Beyond |
| John Yasuda | Assistant Professor of Political Science | Ph.D. | Political Science (University of California, Berkeley) | Full-time | 190.264 What You Need to Know About Chinese Politics, 190.348 Business, Finance, and Government in East Asia, 190.370 Chinese Politics, and 190.389 China's Political Economy |
| Emily Zackin | Associate Professor of Political Science | Ph.D. | Politics (Princeton University) | Full-time | 190.333 American Constitutional Law |

Finances narrative (program revenues): Projected student enrollment will drive program revenue. The Hewlett Foundation has provided the costs of supporting an Associate Director (\$78,000/year base salary), Program Coordinator (\$63,500/year base salary), and all the postdoctoral fellows (\$65,000/year base salary; 2 in year 1, 4 in year 2, and 6 in year 3) for the first three years of the program. In accepting the gift agreement Johns Hopkins committed to cover these costs thereafter. The salary of the faculty director and the Faculty Advisory Board are paid separately and do not require additional funds for program implementation.

| TABLE 1: PROGRAM RESOURCES | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Reallocated Funds | 0 | 0 | 0 | 0 | 0 |
| 2. Tuition/Fee Revenue (c + g below) | 1,245,800 | 1,924,800 | 2,643,200 | 2,804,000 | 2,888,000 |
| a. Number of F/T Students | 20 | 30 | 40 | 40 | 40 |
| b. Annual Tuition/Fee Rate | 62,290 | 64,160 | 66,080 | 70,100 | 72,200 |
| c. Total F/T Revenue (a x b) | 1,245,800 | 1,924,800 | 2,643,200 | 2,804,000 | 2,888,000 |
| d. Number of P/T Students | 0 | 0 | 0 | 0 | 0 |
| e. Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| f. Annual Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| g. Total P/T Revenue (d x e x f) | 0 | 0 | 0 | 0 | 0 |
| 3. Grants, Contracts & Other External Sources | 466,263 | 636,953 | 740,946 | 607,476 | 618,858 |
| 4. Other Sources | 0 | 0 | 0 | 0 | 0 |
| TOTAL (Add 1 – 4) | 1,712,063 | 2,561,753 | 3,384,146 | 3,411,476 | 3,506,858 |

Appendix C: expenditures and resources

Narrative (expenditures): additional faculty lines are the primary generator of expenditures, along with some modest renovation costs. The aforementioned Hewlett Foundation funds will aid their initial outlay with tuition and fees generating much of the sustainable revenue to support these expenditures.

Maryland Higher Education Commission

| TABLE 2: PROGRAM EXPENDITURES: | | | | | |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Faculty (b + c below) | | | | | |
| a. Number of FTE | | | | | |
| b. Total Salary | | | | | |
| c. Total Benefits | | | | | |
| 2. Admin. Staff (b + c below) | | | | | |
| a. Number of FTE | | | | | |
| b. Total Salary | | | | | |
| c. Total Benefits | | | | | |
| 3. Support Staff (b + c below) | | | | | |
| a. Number of FTE | | | | | |
| b. Total Salary | | | | | |
| c. Total Benefits | | | | | |
| 4. Technical Support and Equipment | | | | | |
| 5. Library | | | | | |
| 6. New or Renovated Space | | | | | |
| 7. Other Expenses | | | | | |
| TOTAL (Add 1 – 7) | | | | | |