



**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

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|-----------------------------|---|
| 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	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: <i>Ray Jagwardhona</i> Date:

	Date of Approval/Endorsement by Governing Board:
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May 15, 2024

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

Dear Secretary Rai,

On behalf of Provost Jayawardhana, I write to request your review and endorsement of the enclosed proposal. The university proposes a new **Bachelor of Arts in Critical Diaspora Studies**.

The Bachelor of Arts in Critical Diaspora Studies (CDS) seeks to address the need for a comparative, synthetic, and applied academic program that moves beyond identarian modes of knowledge production, particularly in the wake of immense social and racial tensions. The CDS major will enable students to study the connections, solidarities, and dissonances between geographical and cultural areas of study that are too often considered separately from one another but are in fact connected through entangled histories of migration, colonialism, and social movements.

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 contact Westley Forsythe at (410) 516-0188 or wforsythe@jhu.edu.

Thank you for your support of Johns Hopkins University.

Sincerely,

A handwritten signature in blue ink, appearing to read "Janet Simon Schreck".

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

cc: Dr. Ray Jayawardhana

Dr. Westley Forsythe

Enclosures



JOHNS HOPKINS UNIVERSITY

PROPOSAL FOR A

BACHELOR OF ARTS IN CRITICAL DIASPORA STUDIES

Zanvyl Krieger School of Arts and Sciences

Johns Hopkins University

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 delighted to call for the creation of a new undergraduate major, a Bachelor of Arts in Critical Diaspora Studies (CDS) to satisfy the urgent need for a comparative, synthetic, and applied academic program that moves beyond identitarian modes of knowledge production, particularly in the wake of immense social and racial tensions. The CDS major will enable students to study the connections, solidarities, and dissonances between geographical and cultural areas of study—such as Asian-American, African diaspora, Indigenous, and Latinx studies—that are too often considered separately from one another but are in fact connected through entangled histories of migration, colonialism, and social movements. The CDS major will provide unique, interdisciplinary opportunities for students to explore topics related to indigenous and diasporic communities and their migration by prioritizing comparative, synthetic, structural, global, and activist modes of analysis.

The creation of this curricula would move away from a geographically restricted approach, and toward a more innovative, exploration of the interrelationships between identity, institutions, migration, and displacement. Such areas of study would complement undergraduate education in both STEM and humanities fields and create a more interconnected academic landscape at Johns Hopkins University. The major would advance the goals outlined in the university's statement on diversity as well as the mission of the university: "To educate its students and cultivate their capacity for lifelong learning, to foster independent and original research, and to bring the benefits of discovery to the world."

The CDS major builds on current programs and course offerings. It also addresses glaring gaps in topics related to Asian-American and Pacific Islander (AAPI) Studies, Latinx, and Indigenous Studies. This emphasis necessitates new faculty hires in these areas, building on extant faculty with expertise in comparative and global approaches to migration, indigeneity, and colonialism. Ideally, a cluster of faculty who specialize in critical anti-racist and decolonial humanities and social sciences can be hired to teach CDS seminar courses, deepening the program's distinct intellectual approaches.

The CDS program would be housed under the existing Chloe Center for the Critical Study of Racism, Immigration, and Colonialism (formerly known as RIC), whose mission aligns with the transnational and comparative nature of the proposed program. The Chloe Center serves as a forum for students and faculty to explore how racial hierarchies interact with migration flows that displace Indigenous peoples to shape understandings of citizenship and national identity. Currently, the center's primary constituency is PhD students in KSAS, with a secondary relationship to undergraduates. CDS will allow undergraduates access to innovative and interdisciplinary coursework and programming only currently available to graduate students.

The CDS major will consist of the following proposed thematic focus areas:

- Migration and Borders
- Global Indigenities
- Empires, Wars, and Carceralities
- Solidarities, Social Movements, and Citizenship

The following courses would be required for the major: one CDS undergraduate seminar class (taught by current faculty or future faculty hires), one methods course, two introductory course in different tracks, three upper-level courses in the student's chosen track, and three relevant, cross-listed courses in various departments and programs.

Additionally, all students will also complete a junior year community-oriented project that integrates a combination of an internship format with a collaborative research component, accompanied by a practicum course. The junior year project could also lead to a senior honors thesis research project. Chloe Center faculty and graduate students would assist in mentoring these junior- and senior-year projects, possibly in groups akin to a thesis/dissertation committee. This would promote the strength of the undergraduate program as well as the strength of the graduate training and professionalization within The Chloe Center.

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

The November 2020 report of the university's Second Commission on Undergraduate Education includes the recommendation for the redesign of curriculum: Redesign the undergraduate curriculum to provide foundational abilities for life-long flourishing and learning with foundational abilities to:

- i. recognize the importance of language and have a command of it as readers, writers, and speakers;
- ii. develop facility with scientific, numerical, and algorithmic reasoning and be able to use computational and analytical methods;
- iii. recognize the importance of complex creative expressions and cultivate their intellectual and emotional responses to aesthetic and cultural experiences;
- iv. engage effectively as citizens of a diverse world informed by an understanding of historical inequities, bigotry, prejudice, and racism in our society;
- v. be reflective, effective ethical agents;
- vi. be able to independently conceptualize and complete large-scale, consequential projects.

The B.A. in Critical Diaspora Studies aligns with all the strategic goals proposed by the university. Language composition will be a foundational aspect of the curriculum with an understanding that conveying information surrounding cultural and political identities and circumstances must be done so with empathy and nuance that are essential to intellectual reading, writing, and speaking. Through the collaborative emphasis on co-curricular courses with other departments, interdisciplinary classes will cover not only

social sciences and humanities, but also an exploration of concepts in the natural and quantitative sciences. In further recommendations of the November 2020 CUE2 report, community engagement and service will also be cornerstones of the CDS program through the Center for Social Concern. Curricular offerings in this program will include Community-Based Learning (CBL) courses, and opportunities for volunteering with populations related to the mission of CDS will be made available through this program. These collaborations will be facilitated with the support of the Center for Social Concern at Johns Hopkins University. Furthermore, the junior year community-oriented project and senior honors thesis research project of the major will compose the large-scale, independent project recommended by the university.

Furthermore, the diversity of the student body is a defining value and characteristic of the Johns Hopkins University community. President Ronald Daniel's Ten by Twenty Plan highlights the position that Hopkins holds as the 5th most diverse private university in the nation, as measured by the ethnic diversity index. This aligns with Hopkins's vision of cultivating a culturally rich undergraduate experience.

In the class of 2025, 15% of students identified as African American/Black, 28% as Asian, 19% as Hispanic/Latinx, 15% as international, and 2% as Native American/Pacific Islander. The effects of enduring racism therefore weigh heavily upon a significant portion of the student body. However, the current Hopkins academic curricula do not reflect this diversity nor meet the need for culturally relevant spaces of identity-driven academic exploration, whether it be through the lens of history, politics, or culture. New and innovative academic spaces are necessary for Hopkins to accommodate the interests of its student body and advance the institution's steps towards diversity, equity, and inclusion.

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 Krieger School of Arts and Sciences has allocated \$35,000 per academic year to become available upon launch of the CDS major, on top of a budget of \$40,000 for the Chloe Center beginning in academic year 2023–2024 (for a total of \$75,000). Over the five years of the initial period of the major, these funds will provide the basis for several components: first, programming and enrichment for students; second, compensation for undergraduate/graduate student workers who assist the program; third, salary supplement for faculty administrators, including the Director of Undergraduate Studies; fourth, any adjunct faculty needed to cover courses in case of unforeseen deficits. This budget is well in line with, and even exceeds, the budgets of other non-departmental majors in the Krieger School, providing a sound foundation for operations.

Furthermore, the CDS major will take advantage of Dean's Teaching Fellows, Postdoctoral Fellows, and Lecturers appointed in the Chloe Center to offer courses in the

major beyond those offered by tenure-stream faculty.

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.**

The Krieger School has committed to at least five years of funding at the proposed level, which will ensure that students embarking on the CDS major as first-year students in 2023–2024 or the following year will be able to complete the major. The major does not anticipate any shrinkage or shortfall in this funding.

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 CDS major will be the first of its kind at Johns Hopkins and its peer institutions. Instead of centering academic inquiry around static geographic location, it broadens its scope to broader themes of migration and displacement in the context of white supremacy and colonialism. At the same time, the track focus areas allow students in the major to engage in specific fields, while still gaining the prerequisite knowledge needed to place those fields in a larger cross-cultural comparative context.

In addition, the CDS major can serve as an educational space for minority and educationally disadvantaged students. At its core, classes in the CDS major will elevate the experiences of diasporic communities, shedding light on different narratives that have previously been underrepresented in secondary education.

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

The proposed degree is well-aligned with the goals and strategies outlined in the 2022 Maryland State Plan for Higher Education. The structural emphasis of CDS on community-

engaged learning will provide a critical dimension to students' education. This hands-on experience will have a broader and more longitudinal impact through its innovative approach, serving students in any career path they may find themselves pursuing in their postgraduate years. This is well-aligned with Priority 5 of the state plan urging for the inclusion of “real-world experiences, such as internships, externships, or cooperative learning opportunities” within academic programs. Students in the CDS major are encouraged to pursue a variety of disciplines through community-based, collaborative projects that are buttressed by the broad thematic curricular offerings. As delineated previously, research can be conducted readily through programmatic connections with the Office of Community-Based Learning with the supervision and mentorship of a faculty advisor. Collaborative research and thoughtful inquiry are cornerstones of the CDS program. Finally, Priority 8 of the state plan challenges institutions to “promote [a] culture of risk-taking” and “identify innovative and emergent areas of study.” In context with its peer institutions, CDS is highly innovative. Hopkins would be the first of its peer institutions to put action behind intention by establishing CDS, which would be the first program of its kind in the nation. CDS would be a new degree program that employs several novel approaches, first in its separation from study constricted to a single geographic location, and second in its focus on community-based and real-world applications of the material learned in the classroom.

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 major will go on to professional studies at the graduate level. They will be well-versed in the methods of humanities and social science disciplines and will also have had in-depth experience with community-based learning and involvement. Students will be well-suited if pursuing immediate employment in careers that prioritize prior experiential learning in interdisciplinary fields. Those pursuing CDS as a secondary major will also benefit from the critical perspectives and innovative models of learning that this major will bring to the campus. Ultimately, competency in interdisciplinary methodologies will serve as a portable skill that can be applied to a variety of fields and industries.

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 B.A. in CDS is uniquely well-suited to train students at Johns Hopkins for future careers in professional and technical work. It requires an understanding of the interconnected systems in the globalized world, fostering a broad political and contextual awareness critical to careers in social change or governmental policy. These can be in a variety of industries, whether it be in government service, the nonprofit sector, or advocacy. Students may pursue careers as researchers and professors but are not limited to academia. The CDS major will provide the technical and intellectual preparation for students interested in serving marginalized and disadvantaged populations as community organizers and educators, healthcare providers, engineers, social workers, policymakers,

and lawyers. They can expect to enter multidisciplinary sectors such as education, social services, immigrant and refugee affairs, or healthcare. Furthermore, with the increase in demand for students trained in interdisciplinary methods and innovative ways of thinking, a degree in this major will demonstrate a facility in these skills that will provide students with a competitive edge in the job market.

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 10.0% of new graduates were employed in management consulting within the first six months of graduation, 6.4% in higher education, 3.04% in legal and law enforcement, and a combined 4.1% in nonprofit and government sectors. This major would prepare students for any of these paths. In addition, the US Bureau of Labor Statistics reported in 2020 that employee tenure remains brief; the median number of years that workers stayed with their employer was 4.1 years. The longitudinal value of the CDS major as an interdisciplinary and innovative field will equip students for a variety of careers over the course of their working lives.

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

Evidence suggests that there will be substantial demand for the B.A. in CDS. First, the proposal for this major arose as a result of student-led advocacy, demonstrating a unique demand and interest in the student body for this major. Furthermore, the survey of more than 400 students carried out by the student working group showed that 52.6% of students would take classes in a CDS major, and 27.9% of students would major or minor in CDS. In addition, 11 student-led organizations including the Inter-Asian Council, Student Government, and the Multicultural Leadership Council signed onto the call for a major in CDS. Taken together, it is clear that there is a high level of interest in such a major on the Johns Hopkins campus.

Second, the broad availability of similar majors at peer institutions suggests that students would be broadly interested in programs such as this at Johns Hopkins as well. Examples include Race, Colonialism, and Diaspora (Tufts University), Race, Indigeneity, and Transnational Migration/Ethnicity (Yale University); Race, Migration, and Sexuality (Dartmouth University); Critical Race and Ethnic Studies (University of California at Santa Cruz); Race, Indigeneity, and Migration (University of Texas at Austin); Indigenous, Race, and Ethnic Studies (University of Oregon); and Indigeneity, Race, Ethnicity, and Politics (University of Connecticut). At Johns Hopkins, interdisciplinary programs, such as 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. However, in February 2022, the University of Chicago launched a Department of Race, Diaspora, and Indigeneity that inspired many elements of the CDS program. Housed under the institution's Division of the Social Sciences, the department sets out to "investigate the historical and social processes that give rise to conceptions of race and human difference, processes that integrally involve the movements of people and connections between identity and place". The CDS program has similar goals it hopes to achieve through innovative, interdisciplinary, and community-oriented means. The focus on experiential and community-based learning sets the CDS major apart from its peer institutions looking to establish programs within the same area of study, giving students unique opportunities to synthesize classroom learning with real-world application.

Within the state of Maryland, the University of Maryland offers a minor and program in Asian American Studies. Created in 2000 after three decades of student and faculty advocacy work, AAST utilizes comparative approaches to study "the lives, history, and culture of ... persons who have immigrant and ancestral ties to any region of Asia and the Pacific." The proposed CDS program and major, while incorporating both existing and new courses centered on Asian American studies into an interdisciplinary framework, departs from area-specific study in favor of an approach that emphasizes recurrent themes across various identity-based experiences. Furthermore, it should be noted that while AAST offers a variety of fellowships, scholarships, and research opportunities, the program has yet to incorporate community service or community-based learning on larger scales into its vision.

Overall, while CDS bears similarities to other institutional programs in the same geographical area, it nonetheless offers novel perspectives in both academic investigation and community-based learning. While grounded in Asian American Studies, CDS is also grounded in a range of other global ethnic studies fields, in critical effort to transcend their isolation from one another and explore the rich interaction among diasporas within and beyond the United States. Further, unlike the AAST minor, CDS is a major.

2. Provide justification for the proposed program.

The proposed major will result in a Bachelor of Arts degree that will provide students with the education and experience for further graduate study as well as careers ranging from government service to nonprofit advocacy. Furthermore, the CDS major fills a knowledge gap within the university such that undergraduate students will be able to explore research and scholarship on the cutting edge of the humanities. A major dedicated to the study of diaspora, indigeneity, intersectional solidarity, carceralities, and justice will catalyze new areas of research, teaching, and knowledge production on the Johns Hopkins campus.

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. Similarly, students pursuing employment in nonprofit and advocacy organizations will greatly benefit from the CDS major. The applications of a major such as CDS are

numerous and multidisciplinary. Regardless of what students choose, the interdisciplinary and community-based methodologies central to CDS will serve students far beyond their undergraduate careers.

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 proposal will have no impact on 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 major in Critical Diaspora Studies would not impact the uniqueness and institutional identities and missions of HBIs in Maryland.

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 major in Critical Diaspora Studies was established through a coalition of undergraduates and graduate students across campus that came together through a roundtable responding to the Atlanta spa shootings in March 2021 that killed eight individuals, six of whom were Asian women. The discussion was hosted by RIC, East Asian Studies, and Women, Gender, and Sexuality on topics surrounding anti-Asian violence and anti-racist coalition building across communities of color. It opened a crucial space for attendees to consider the interconnections between deep histories of anti-blackness, the rise in COVID-related violence against members of the AAPI (Asian American/Pacific Islander) community, and the continued settler colonial violence against Indigenous peoples. The working group then built awareness and support on campus via tabling and discussion panels through the 2021-2022 academic year while working with faculty, staff, students, and community members to shape a student proposal. In recognition of the value and urgency of our student-led organizing and advocacy, the RIC Board unanimously voted in support of the student proposal on May 17, 2022 and endorsed the current proposal via unanimous vote on February 17, 2023.

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

The goal of the CDS major and program is to provide unique, inter-disciplinary opportunities

for students to explore topics related to indigenous, diasporic, and colonized communities and migration by prioritizing comparative, synthetic, structural, global, and applied modes of analysis.

Students who graduate with a B.A. in Critical Diaspora Studies should be able to:

- Make effective arguments through a variety of modalities, including oral and written presentation
- Analyze, interpret, and synthesize complex texts written by diverse authors
- Integrate quantitative and qualitative evidence, and assess argument strengths and weaknesses using comparative and synthetic modes of analysis
- Undertake a multi-stage, year-long community-engaged project that demonstrates deliberate and sustained collaboration and leadership, as well as reflection on methods and goals, as well as successes and challenges.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Students in the CDS program take coursework in both CDS-specific classes and cross-listed classes offered by affiliated faculty. Faculty and program lead will work together in preparing learning assessments (assignments, projects, papers, exams, etc.) that are carefully linked to the program's learning outcomes. The instructors then assess these assignments using rubrics based on stated learning outcomes and graded items. The assessment of learning and final grades indicates the achievement level of each learning outcome based on a pre-established proficiency scale and grading rubric.

b) document student achievement of learning outcomes in the program

The CDS major will use assessment of learning and conventional grading, annual student degree audits, and qualitative evaluations of students' year-long research projects to assess student performance over the life of the major. Based on review of courses and achievement of learning outcomes evaluated on a proficiency scale, faculty will update assessments and configure the program to keep pace with student needs. Data will be archived to provide ongoing documentation of the efforts to better serve the students through analysis of the program and implementation of course improvements. In addition, the Student Advisory Board will obtain feedback and input from majors and prospective majors to evaluate the effectiveness of the program and to develop recommendations to faculty.

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

A full course listing is provided in Appendix A.

The proposed major would begin with the core introductory course, the CDS undergraduate

seminar class called “Introduction to Critical Diaspora Studies.” The material will emphasize core competencies necessary for student success in the major, as well as introduce basic coverage of the major’s four tracks. Four introductory courses for each of the tracks, organized as Readings in “Migration and Borders”, “Global Indigeneities,” “Empires, Wars, and Carceralities,” and “Solidarities, Social Movements, and Citizenship,” will be offered as well. Students will be required to take three courses in one of the four tracks, at least two at the 300-400 level (see Appendix A for examples) currently or newly offered by Chloe Center core faculty. Additionally, students will select three courses from the remaining tracks (see Appendix A for examples) offered by Chloe Center core faculty or from other related majors upon approval by CDS director of undergraduate studies. This distribution is intended to allow students to magnify their understandings of the tracks through both deep and comparative analysis.

Students will additionally take a course in comparative methods that will augment and supplement the training in the track structure by bridging the tracks, in preparation for research projects. Students will be required to embark on a community-based project in their junior year with the support of a faculty advisor. This would be an internship with a community partner with a collaborative research component, anchored in a practicum course. If students choose, they could expand this project their senior year as an honors thesis project. Students can choose from previously established partnerships or propose work with an organization with faculty approval. The project must be mutually beneficial to the host organization and offer the student opportunities for in-depth, meaningful involvement.

Students must show language proficiency through the intermediate level in a language offered by the JHU Center for Language Education or Department of Modern Languages and Literatures, or in another language germane to the students’ research interests, with approval.

Substitutions are available to fulfill some course requirements at different levels. These may include an “Experiential Research Lab” course that entails travel, including to Hopkins study abroad sites, a “Humanities Research Lab” course that is cross-listed in CDS, or a “First-Year Seminar” course in CDS.

Sample program of study (see Appendix A for further details):

- Introduction to Critical Diaspora Studies (3 credit hours)
- Two of:
 - Readings in Migration, and Borders (3 credit hours)
 - Readings in Global Indigeneities (3 credit hours)
 - Readings in Empires, Wars, and Carceralities (3 credit hours)
 - Readings in Transnational Solidarities, Social Movements, and Citizenship (3 credit hours)

- Three (at least two at 300-400 level) courses offered in a student's track of choice
- Three relevant courses in other tracks.
- One (200 level) Concepts and Applications of the Comparative Method (can be fulfilled by like methods offerings in Sociology, MSH, History, etc.)
- Completion of year-long community-based project and accompanying report (i.e., presentation and/or written summary and analysis) and concurrent enrollment in the accompanying third-year community-based research practicum course during the first semester of the project. (6 credit hours)

Students can gain Honors by writing a capstone thesis based on their community-based project or other year-long original research (must be guided by a CDS-affiliated faculty).

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

At present, to earn a bachelor's degree, students in the Krieger School of Arts & Sciences at Johns Hopkins, while completing credits for their programs of study, must also complete 9 credits in the humanities, 9 credits in the social sciences, and 9 credits in the natural sciences, quantitative, or engineering. By taking courses in the CDS major, students can fulfill requirements in the humanities or social sciences. In addition, the Krieger School of Arts requires undergraduates to complete 12 credits of "writing intensive" courses, which compose many of the required classes for the proposed program as well. Although this distribution requirement is scheduled to change in the future, the CDS will easily accommodate the new distribution requirements of the General Education Model.

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.

All information regarding curricula, course and degree requirements, and nature of faculty/student interaction will be made available on the program website, that will be

updated as needed. There are no specific technology competencies or skills that will be a prerequisite to the major. Any requirements in these skills applicable during the junior project will be made clear as students embark on their projects. The 200-level CDS methods course, “Concepts and Applications of the Comparative Method,” will convey a range of qualitative skills essential for students working across national boundaries, cultures, and languages for later projects in the major.

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 and recruiting materials will be approved by the director or associate director of The Chloe Center, in consultation with the curriculum committee and the student advisory board, under 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 Chloe Center faculty whose courses would count toward the degree requirements for the Critical Diaspora Studies major. The faculty come from a range of Humanities and Social Sciences departments at Johns Hopkins, which are respected as among the best in their fields. Additionally, the major will benefit from the teaching of postdoctoral and graduate fellows affiliated with the Chloe Center.

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.

Through meetings with the CDS student advisory board, the relevant JHU Sheridan Libraries librarians (Gabrielle Dean, Joshua Everett, Mackenzie Zalin, Yunshan Ye, Heather Furnas) voiced unanimous support for building and augmenting existing collecting areas to serve the proposed curriculum in Critical Diaspora Studies.

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 Krieger School has previously allocated physical space to RIC, now the Chloe Center, for graduate assistants. This space is currently shared with the Center for Africana Studies and the Program in Latin American, Caribbean, and Latinx Studies, and the CDS major will continue to share this space, which includes meeting space for students as well as space for teaching fellows. Courses will be taught using the university's existing classroom capacity. The university's new facility in Washington, DC, 555 Penn, will also host some CDS activities on an occasional basis, including workshops, research presentations, and panel discussions.

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.

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

The Krieger School of Arts and Sciences Dean's Office has committed \$110,000 to the operations budget of the Chloe Center. Of this total, \$50,000 will be dedicated to the major in Critical Diaspora Studies. The total will be allocated as follows: \$10,000 each for service learning, student research support, and curriculum-based programming; \$30,000 for hiring teaching assistants or others on an ad hoc basis. The remaining \$20,000 will be dedicated to regular Chloe Center programming.

By comparison other similar majors in the Krieger School, such as Africana Studies or Latin American, Caribbean, and Latinx Studies, have operated with total operations budgets of \$50,000. Medicine, Sciences, and the Humanities, the largest humanities major, has a budget of \$75,000.

See the below tables for resources and expenditures.

4. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Tuition revenue will be the primary sources of revenue.

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)	333,350	686,700	1,060,950	1,457,000	1,876,000
a. Number of F/T Students	5	10	15	20	25
b. Annual Tuition/Fee Rate	66,670	68,670	70,730	72,850	75,040
c. Total F/T Revenue a x b)	333,350	686,700	1,060,950	1,457,000	1,876,000
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	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	333,350	686,700	1,060,950	1,457,000	1,876,000

5. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Faculty salary will be the primary source of expenditure.

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	266,000.00	273,980.00	282,199.40	290,665.38	299,385.34
a. Number of FTE	1.00	1.00	1.00	1.00	1.00
b. Total Salary	200,000.00	206,000.00	212,180.00	218,545.40	225,101.76
c. Total Benefits	66,000.00	67,980.00	70,019.40	72,119.98	74,283.58
2. Admin Staff (b+c below)	42,861.91	44,146.69	45,471.37	46,835.95	48,240.43
a. Number of FTE	0.50	0.50	0.50	0.50	0.50
b. Total Salary	32,227.00	33,193.00	34,189.00	35,215.00	36,271.00
c. Total Benefits	10,634.91	10,953.69	11,282.37	11,620.95	11,969.43
3. Support Staff	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	23,120.00	23,814.00	24,530.00	25,266.00	26,024.00
7. Other Expenses	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00
TOTAL (Add 1-7)	431,981.91	441,940.69	452,200.77	462,767.33	473,649.77

L. 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 curriculum committee will choose a

selection of the learning outcomes to evaluate. 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.**

Degree programs within the Krieger School of the Arts and Sciences are evaluated by the Academic Council on the basis of learning outcomes, student and faculty satisfaction, retention, curricular expectations, and administrative structure.

M. 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 2021 Second JHU Roadmap on Diversity, Equity, and Inclusion, Johns Hopkins University recognized its position as a leader in research and education, striving to be a model of a pluralistic community that acknowledges, embraces, and engages diverse identities, perspectives, and experiences. In particular, the roadmap includes 24 goals that call for, among others:

“Major investments in new and expanded programs to support and engage staff, students, faculty, alumni, and the Baltimore community; to a commitment of greater resources at the university and divisional levels for DEI personnel, education and professional development, and network and community building; to institutional commitments to articulate our DEI principles as one university, expand support for and elevate the chief diversity officer and Office of Diversity and Inclusion, and delve deeply into our institutional history and the impact of racism and discrimination of all kinds at Johns Hopkins.”

The proposed program is fundamentally aligned with the goals outlined above. CDS will serve as a new program that expands on and connects previously established programs and majors on the Hopkins campus, including the Center for Africana Studies, East Asian Studies, and the Program in Latin American, Caribbean, and Latinx Studies. In addition, a core aspect of the CDS major is its emphasis on community-based learning and real-world application. Fundamentally, the CDS program aims to challenge students to take part in a rigorous inquiry of power, discrimination, and colonialism on global and local scales.

N. 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.

0. 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.**

Not applicable.

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

Not applicable.

Appendix A:

Course List

Required courses:

Introduction to Critical Diaspora Studies (3 credits)

Concepts and Applications of the Comparative Method (3 credits)

Two of:

- **Readings in Migration and Borders (3 credits)**
 - Explores the dynamics of human movement, national border formations, and the interlocking political dynamics these processes generate.
- **Readings in Global Indigeneities (3 credits)**
 - Compares the development and politics of cultures and communities challenging imperial expansions or claiming ‘Native’ status within territories and nation states.
- **Readings in Empires, Wars, and Carceralities (3 credits)**
 - Considers the interplays of militarized conflict, extractive settlement, forced migration, and human caging and detention.
- **Readings in Solidarities, Social Movements, and Citizenship (3 credits)**
 - Looks at the workings of organized political struggle, resource sharing, and the fashioning of intersectional movements along axes of race, gender, sexuality, and social class.

Third-year Community-Based Practicum Course (3 credits)

- **Example:**
(AS.100.450) History Research Lab: Asian Diaspora in Baltimore, offered Fall 2022
Help build a set of digital and visual resources on local histories of Baltimore-area Asian diasporic communities. Training in research and curatorial tools such as critical oral history and digital storytelling will be provided. Opportunities to collaborate with local community organizations will be available.

3 chosen track courses (3 credits each)

- **Example:**
(AS.362.315) Black Against Empire, offered Spring 2023
Black Against Empire is an interdisciplinary course on the history and theory of Black internationalism, focused on the encounter between Black people in United States in the twentieth century and decolonizing Asia and Africa. This course will explore the theoretical roots and underpinnings of anti-imperialism and internationalism, exploring practical examples of Black internationalist social movements and strategic and ideological divergences across them. How, we will ask, have key Black internationalist thinkers conceptualized and defined diaspora, capitalism, imperialism, war, and the global or international?
- **Example:**
(AS.190.337) Politics of the Korean Diaspora, offered Spring 2022
This seminar explores some of the core questions in the study of citizenship, migration, and racial and ethnic politics through the lens of Korean diasporic populations in the United States, Japan, China, and the former Soviet Union. We will examine how immigration, citizenship, and minority policies have structured and constrained the relationship of Korean communities to both the receiving and sending states. As a diasporic group, is there a collective self-identification among members of Korean communities that transcends territorial, hemispheric, linguistic, and cultural differences? Or is the Korean ethnic identity more a reflection of racial and ethnic politics in the receiving society?
- **Example:**
(AS.070.332) Reverberations of the Korean War, offered Fall 2021
This course will analyze the reverberations of the Korean War to examine the ways in which catastrophic violence is absorbed into and corrodes social life. Particular attention is paid to the transnational nature of conflict, how boundaries around peace and war are established, and how recent scholarly and artistic work on the Korean War has critically engaged dominant frameworks of memory and trauma. Readings will draw from fiction, ethnography, historiography and will also include film.
- **Example:**
(AS.100.397) The Trouble with Diversity, offered Spring 2022
This course considers the history of “diversity” and how that concept has been institutionalized in employment, government, and educational settings. Through historical and cultural texts, we will cover the arrival of “colorblindness” in the 1890s, the development of early-twentieth practices of “race relations,” late-twentieth century applications of affirmative action, and the most recent approaches to “Diversity, Equity, & Inclusion” exercised on social media and in universities and corporate settings. Ultimately, this course aims to show how “diversity” – a value that we’ve been broadly socialized to celebrate – can be deployed to achieve both progressive and reactionary ends.

3 courses across other tracks or in related majors by approval (Latin American, Caribbean, and Latinx Studies, Africana Studies, East Asian Studies, Islamic Studies, etc.)

Below is a list of courses offered in the Krieger School by core Chloe Center faculty, postdoctoral fellows, and dean's teaching fellows since 2020 that would have counted toward the distribution requirement for the B.A. degree in Critical Diaspora Studies (additional courses taught by other faculty will be added to the list of eligible courses). See Table A-1 below for more information.

Africana Studies

AS.362.102 First-Year Seminar: Anti-Racism 101

What is Anti-Racism? How do we identify racism's presence and effects, and how do we direct social and civic resources to end it? In this Freshman Seminar, students will learn from a series of faculty experts and invited guests about the history, workings, and legacies of racism. They'll also study present-day and past approaches – attempted and theorized – to abolish racism in the modern world.

AS.362.115 Introduction to Police and Prisons

This introductory course will examine policing and prisons in the United States and beyond, with a focus on racial inequality. It will consist of three parts. First, we will define key concepts in police and prison studies. Then, we will explore the contemporary state of prisons and policing in the United States and look at debates around the rise of “mass incarceration” and aggressive forms of policing in the final third of the 20th century. Third, we will explore policing and prison in other parts of the globe in the contemporary moment, highlighting similarities and differences from the U.S. case. What can studying the instruments of social control in other societies reveal about our own? Students will develop an understanding of major trends, keywords, and debates in the literature on policing and prisons, with particular reference to race and racism.

AS.262.150 Blackstorytelling: Public Health in the Black World

What about performance offers a unique opportunity to learn from and with communities? How might dramatic performance be used to share information while learning from an audience? This course examines the work and research of young artists from Liberia, West Africa who used street theatre to teach best practices for prevention during the Ebola crisis and considers how their use of dialogical performance contributed to critical knowledge which iteratively informed interventions throughout their awareness campaign. This community engaged course connects public health education efforts in Africa to community health education in Baltimore through the Blackstorytelling tradition with local expert Janice the Griot. Course co-educator and artist Janice the Griot Green will share her firsthand experiences and guide the class through the principles of Blackstorytelling for community change. Students will design public performance projects around local-global community-based concerns using the tools they have learned. In partnership with the Great National Blacks in Wax Museum in Baltimore, students will develop performance-based public health messaging drawing on their collection to support community outreach curricular materials development. This performance work will be created collaboratively in workshops during class and in team meetings. Public health researchers who are looking for innovative ways to share their data will gain insights into this experimental ethnographic method and practitioners who want to offer their communities ways to connect best practices to lived experience will develop new pedagogical tools. This is a Community Engagement course in partnership with the Center for Social Concern.

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

This seminar will explore some of the pivotal historical and contemporary connections between the US and Liberia since the first Black American settlers arrived in West Africa with the American

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

AS.362.315 Black Against Empire

This course will examine the confrontation of Black social movements with imperialism in the twentieth century. How, we will ask, have key Black internationalist thinkers conceptualized and defined diaspora, capitalism, imperialism, war, and the global? What have been the effects of war and repression, as well as economic growth and globalization, on Black internationalism? Readings may include texts by W.E.B. Du Bois, Angela Y. Davis, Frantz Fanon, Ashley Farmer, Claudia Jones, Robin D.G. Kelley, Claude McKay, Huey P. Newton, Walter Rodney, Malcolm X, etc. Students will complete a research paper on a topic of their own choosing related to Black internationalism in the twentieth century.

AS.362.325 Humanities Research Lab: The Military-Industrial Complex in Maryland, D.C., and Virginia

Washington, DC, is the capital of the United States but also the capital of its post–World War II national security state and military-industrial complex. This course will investigate the local effects of this status on the Washington-Baltimore corridor, in terms of immigration and urban development. The course will be divided into three major sections. First, we will analyze the growth and development of the military-industrial complex. Second, we will look at its place in the city and region’s development, including the construction of the Pentagon, Central Intelligence Agency, National Security Agency, and other institutions. Third, we will analyze how these institutions have driven changes in the region’s population, as immigrants from war-torn parts of the globe have found new homes in and near Washington, DC. This course requires at least four Friday group trips to 555 Penn in Washington, which will take most of the day (transportation provided).

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

This course offers a hands-on opportunity for students to develop new skills as community organizers by learning from the best teachers possible: residents who have been serving their neighborhoods and building grassroots power in Southwest Baltimore since the 1990s. As a community-based learning course with the Center for Social Concern, and co-taught by professors, archivists, cultural curators, and longtime residents, including the founder of Fayette Street Outreach, Ms. Edna Manns Lake, this course will leverage the narrative power of storytelling to help rewrite a multigenerational history of community organizing in a part of the city long neglected by local government and threatened historically by open-air drug markets, rampant criminalization, and predatory housing speculators. Through community immersion, including story circles, oral histories, community archiving, local meetings, and guest presentations, students will learn how to navigate, identify, and build upon existing

neighborhood assets. Students will then collaborate with a community partner to co-design and complete a neighborhood project by the end of the semester. Dispelling myths, learning truths, documenting history, and honoring decades of struggle in the face of massive odds, students will help re-write the narrative of Southwest Baltimore, centering humanity and resilience among resident-activists who stayed and fought for their community.

AS.362.335 Unlocking Knowledge: Theorizing Prison from the Inside

What can we learn about mass incarceration, and social life in the USA more broadly, when we listen to incarcerated people themselves? This course centers the voices, experiences, and expertise of the incarcerated and will combine scholarly readings on life inside prisons with a range of writings by incarcerated people. Topics of discussion may include censorship, rehabilitation, Covid-19, solitary confinement, sexuality, racism, etc. Students will learn to probe primary-source collections to amplify silenced and overlooked voices, while completing a multi-stage research project. Prior course experience on mass incarceration preferred.

AS.362.402 Arts and Social Justice Practicum

This course introduces students to concepts of social justice and practices of community-engaged artmaking. It also provides students an opportunity to explore the history and legacies of the Black Arts Movement, and contemporary intersections of art and social justice in Baltimore City. Local artists and scholars will share their expertise using art to challenge social injustice. In turn, students will examine their personal creative practices and how they can be used to create and advocate for change. Throughout the semester, students will develop individual art projects that respond to course topics and are rooted in the principles and process of social practice art.

Anthropology

AS.070.318 The Atlantic World

This seminar explores the formation of the South Atlantic through a reading of historical and ethnographic texts.

AS.070.324 Latin America in a Fracturing World

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.

AS.070.332 Reverberations of the Korean War

This course will take the reverberations of the Korean War to examine the ways in which catastrophic violence is absorbed into and corrodes social life. Particular attention is paid to the transnational nature of conflict, how boundaries around peace and war are established, and how recent scholarly and artistic work on the Korean War has critically engaged dominant frameworks of memory and trauma. Readings will draw from fiction, ethnography, historiography and will also include film. This course also draws from the public syllabus on Ending the Korean War.

AS.070.337 Invisible Cities

This year marks the 50th anniversary of the publication of *Invisible Cities* by the Italian writer Italo

Calvino. The curious little book, a kind of re-imagining of Marco Polo's travels as a parable about the tensions between description and abstraction, has enchanted countless readers and directly inspired projects in architecture, performance art, and the social sciences. This course embarks in a close reading of *Invisible Cities* to enliven engagements with urban anthropology. We will explore the hidden and uncanny in urban worlds as an inroads into discussions of theory and ethnographic inquiry.

AS.070.359 Korean War

This course takes the Korean War as a site to both explore: 1) contemporary historical and political transformations in East Asia and globally and 2) the ways in which violence, catastrophic loss, and separation are woven into everyday life. It will explore the Korean War through film, fiction, historiography, and draw on comparative materials in anthropology.

AS.070.406 Governing Health: Care, Inequality, and the State

Governing health explores the vital relationship between governance and health. The class interrogates how the stratification and management of populations are linked with the diagnoses, categories, and inequities that make up our contemporary health landscape. We will explore how the concept of governance troubles our understandings of key concepts in medical anthropology like care, inequality, and the state. Moving from the level of the population to the individual body, from state institutions to the four walls of the clinic, this course traces governance as it generates and degenerates health.

English

AS.060.142 Indigenous Science Fiction: (Re)making Worlds

This discussion-based seminar will survey science fiction written by indigenous authors in what are now the United States, Canada, and Australia. We will investigate by what means and to what ends this particular genre has been taken up by indigenous peoples both to reflect on their settler-colonial pasts and presents and to imagine decolonial futures. Texts may include: Leslie Marmon Silko, *Almanac of the Dead*; William Sanders, "The Undiscovered"; Daniel Heath Justice, *The Way of Thorn and Thunder*; Blake Hausman, *Riding the Trail of Tears*; Waubgeshig Rice, *Moon of the Crusted Snow*; Claire Coleman, *Terra Nullius*; Tanya Tagaq, *Split Tooth*. Fulfills the Global and Minority Literatures requirement.

AS.060.154 Zombies

This lecture survey will attempt to answer why the zombie has become such a fixture in contemporary literature and cinema. We will track this figure across its many incarnations--from its late-eighteenth-century appearance in ethnographic fictions growing out of the modern cultures of racialized slavery in the Americas right up to twenty-first-century Hollywood blockbusters in which the origins of the figure in the cultures of racialized slavery are perhaps not overt yet continue to manifest. What are the implications of the zombie's arc from a particular human being targeted for domination by a sorcerer to a living-dead horde created by radiation or epidemic? "Texts" may include: Mary Shelley, *Frankenstein*; Edgar Allan Poe, "The Man Who Was Used Up"; H.P. Lovecraft, "Herbert West--Re-Animator"; Zora Neale Hurston, *Tell My Horse*; Victor Halperin, dir., *White Zombie*; George Romero, dir., *Dead series*; Edgar Wright, dir., *Shaun of the Dead*; Alejandro Brugués, dir., *Juan de los Muertos*; Colm McCarthy, dir., *The Girl with All the Gifts*; Colson Whitehead, *Zone One*; Jordan Peele, dir., *Get Out*. Fulfills the Global and Minority Literatures requirement.

AS.060.351 The Latin Asian Imagination

This course explores the transnational convergence of Asians/Asian Americans and Latinxs/ Latinx Americans from a history of multiple imperialisms to the neoliberal, globalized present. We will situate the racialization of Asian and Latinx peoples within a larger, global framework and think critically about areas of solidarity and tension between these two multi-ethnic groups through readings in literature, history, and sociology.

AS.060.363 Literature of the Settler Revolution

The nineteenth century saw the creation of an “Angloworld” as a result of what one historian has called “the settler revolution.” In perhaps the largest mass migration in human history, millions of English-speakers (and others) invaded Indigenous worlds in what have consequently come to be known as the United States, Canada, and Australia. This seminar offers an introduction to nineteenth-century Indigenous and settler Anglophone writing in the US, Canada, and Australia with a view to understanding the role of literature in inciting, interrogating, and resisting this settler revolution.

AS.060.391 Early American Literature

This course is an introduction to literatures drawn from across the Americas, although primarily the British North American colonies that would eventually become the United States, from first contact in 1492 up through the American wars of independence. Our readings are roughly organized according to chronology and genre. We will think about the adapted and emergent generic forms through which “the New World” was ongoingly invented, including genres like the Indian captivity narrative and the slave narrative that arguably make their debut in world literary history in the Americas during this time frame. We will conclude by attending to the rather late emergence of the novel in American literary history, reading four novels that appeared in the early US national period. The objective of the course is simply to contextualize and analyze a wide array of texts, each of which richly rewards the engaged reader, in order to trace the origins of American literatures. Course texts may include contact narratives (Columbus, Caminha, Smith, Hennepin); conquest narratives (Mather, Las Casas, Poma de Ayala); Indian captivity narratives (Cabeza de Vaca, Rowlandson, Staden); slave narratives (Gronniosaw, Jea, Cugoano); revolutionary polemics (Paine, Bolívar); and the earliest American novels: William Hill Brown, *The Power of Sympathy*; Hannah Webster Foster, *The Coquette*; Leonora Sansay, *Secret History or, the Horrors of Santo Domingo*; Charles Brockden Brown, *Arthur Mervyn*. Fulfills the pre-1800 requirement.

East Asian Studies

AS.100.235 Power and Pleasure in Asian America: Race and Law in Culture

This course examines how Asians and Asian Americans became racialized in U.S. law from the early twentieth century through today. Topics include immigration, U.S. empire in Asia, food, and activism.

History

AS.100.301 America After the Civil Rights Movement

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.

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

In this humanities research lab, students will conduct original research on local histories of Asian American and Asian diasporic communities in the Baltimore area, inclusive of D.C. Students will think about how and why the histories and experiences of the region’s Asian American and diasporic

communities, especially their interactions with other racialized and minoritized groups, continue to be erased from public conversation, and then engage in hands-on collaborative and reparative work in response to such erasure. The lab is organized around discussions and workshops with community collaborators, guest speakers, and scholars, as well as visits to archives, neighborhoods, and community organizations. This course requires at least four Friday group trips to 555 Penn in Washington D.C. (transportation provided).

AS.100.397 The Trouble with Diversity

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

AS.100.490 Writing Power, or Dueling in Print with Light Sabers: An RIC Seminar on Scholarly Composition

A first-of-its kind seminar hosted by the Program in Racism, Immigration, and Citizenship, this course explores the practice of composition for professional writers. It considers the “light” and “dark” sides of clear, direct scholarly writing and intentional, academic obfuscation, respectively. Attendees will also learn strategies and potential hazards that accompany the written description of power in the Humanities and Social Sciences.

Political Science

AS.191.291 Politics of Love and Care

Can there be a life/politics without love and care? What does the study of politics look like if we center love and care in our research inquiry? When COVID-19 wreaked havoc globally, the conversation around love and care in their life-sustaining forms became central. Lockdowns reaffirmed private, heteronormative, and capitalist homes as a place of safety and stability. At the same time, it simultaneously concealed various co-habitation practices, feelings of loneliness due to isolation, as well as pervasive gender-based domestic violence. However, COVID-19 is not a moment of exception, but of an emergency in which the maintenance of life became paramount for all of us. This class focuses on life-sustaining and deeply political characteristics of love and care in the age of ever-impending crises from earthquakes to wildfires, floods to pandemics within academia and beyond. To do so, the first week of the class (re)conceptualizes love and care by predominantly drawing on feminist political thought. As such, the course aims to facilitate a collective discussion for the participants to analyze moral and political foundations of love and care by reflecting on readings and their everyday experiences. The second half of the class brings forth political science research that centers love and care as integral in analyzing political phenomena instead of the dominant focus on death, destruction, institutions, diplomacy, and so on. As such, the course creates a space to re-think how love and care can improve the political science inquiry.

AS.191.292 Global Racial Politics on Film

This course will explore cross-racial tensions, intimacies, and solidarities through filmic representations of diasporic life. In particular, it will focus on Asian and Black diasporic communities in the US and the UK. It will examine racial dynamics between the two communities and across whiteness. Through the films *My Beautiful Laundrette* (1985), *Mississippi Masala* (1991), *The Reluctant Fundamentalist* (2013), and *Gook* (2017), the course will explore issues such as precarious labor and the relationship between race and class; borders, asylum, and Islamophobia; queer romance and heteronormative nationalism; policing and state violence; and multiculturalism and exclusion.

Through a critical engagement with these themes, students will gain a theoretical and empirically grounded understanding of racial politics (racialization, anti-racist solidarity) from a comparative, transnational, and everyday perspective.

AS.190.300 Racial Inequality, Policy and Politics in the US

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.

AS.190.311 Disposable People: Race, Immigration and Biopolitics

This course will explore theories and practices of race and immigration in order to illuminate the proliferation of populations regarded as disposable in contemporary politics. We will pay special attention to the contestable criteria used to determine eligibility for membership in the human race. We shall also examine how political power influences the relays between citizenship status and those whose lives are worthy of protection, and those who should be allowed to die.

AS.190.315 Asian American Politics

This course examines issues of political identity, political incorporation, and political participation of Asian Americans. Themes include Asian American panethnicity, the struggle for immigration and citizenship, Asian American electoral politics, political activism and resistance since the 1960s, and the impact of Asian Americans on the politics of race and ethnicity in the United States.

AS.190.337 Politics of the Korean Diaspora

This seminar explores some of the core questions in the study of citizenship, migration, and racial and ethnic politics through the lens of Korean diasporic populations in the United States, Japan, China, and the former Soviet Union. We will examine how immigration, citizenship, and minority policies have structured and constrained the relationship of Korean communities to both the receiving and sending states. As a diasporic group, is there a collective self-identification among members of Korean communities that transcends territorial, hemispheric, linguistic, and cultural differences? Or is the Korean ethnic identity more a reflection of racial and ethnic politics in the receiving society? What factors determine the assimilability of a particular group at a given historical moment?

AS.190.355 Comparative Racial Politics

This course surveys the major trends and approaches to the comparative study of race in political science and critically examines the link between race and politics. Topics include race and state formation, citizenship and national membership, immigration, racial regimes, and the political economy of race. Recommended Course Background: Courses in comparative politics, immigration, and racial politics.

AS.190.388 Race and the Politics of Memory

This is a writing intensive, advanced undergraduate political theory seminar. The course will examine the politics of memory: how power shapes what is available to be remembered, the timing and occasions of memory, who is allowed to remember, and the spaces inside of which remembrance takes place. Specifically, the seminar will explore how segregated memory enables racial segregation and racial inequality. Toward that end, we shall investigate political and theoretical interventions potentially equipped to contest contemporary forms of racial amnesia haunting what some have labeled a “post-truth” world.

AS.190.394 Comparative Politics of the Middle East and North Africa

This course examines the domestic, regional, and transnational politics of the Middle East and North Africa. The class is organized into three units. The first examines major armed conflicts—anti-colonial, intra-state, and inter-state—from 1948 through the 1990s. It uses these historical moments as windows onto key issues in Middle Eastern and North African political issues such as external intervention/occupation, human rights, sectarianism, social movements, and memory politics. Unit Two focuses on policy relevant issues such as democratization, minority populations, religion and politics, and gender. In Unit Three, students will explore the politics of the Arab Uprisings through critical reading and discussion of new (post-2011) scholarship on MENA states, organizations, and populations. Enrollment limited to Political Science and International Studies majors.

AS.190.404 Race and Debt: Living on Borrowed Time

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.

AS.190.427 Political Economy of Japan and Korea

This upper-level seminar examines some of the major debates and issues of postwar Japanese and South Korean political economy. Topics include nationalism, gender politics, civil society, immigration, and US-Japan-South Korea trilateral relations.

AS.190.439 The American State from Above and Below

Despite its well-known idiosyncrasies, the American state has consistently wielded substantial power, and many Americans have long experienced the state’s power as potent, omnipresent, and structuring their lives in important ways. This research-based course will examine theories of the state and

political authority both from “above” – considering the political sources of both the American state’s power and its limitations – and from “below,” using people’s own narratives and political formations to explore how Americans develop knowledge about the state, confront and resist the state’s power, and expand or shift its distribution of ‘public’ goods. How do people understand the state, theorize its operations and possibilities, deploy it, and sometimes build parallel structures of provision and governance? We explore several cases of when people marginalized by race, class, gender, or precarious legal standing organized deep challenges to state power and transformed state authority. Considering the state as both formal structure and frame for everyday experience can offer a fresh perspective on contemporary democratic challenges and political struggles. Students will conduct original research using archives and sources like the American Prison Writing Archive, oral history archives like the Ralph Bunche collection and HistoryMakers collection, and archival sources in the History Vault such as the Kerner Commission interviews. The course is appropriate for advanced undergraduates (juniors and seniors), preferably having taken courses in political science or related coursework, and graduate students in political science, history, and sociology.

AS.190.408 The End of Whiteness

This is a writing intensive, advanced undergraduate political theory seminar on racial formation. Specifically, the course explores the end of whiteness in multiple senses of the phrase. First, to what extent do the ends served by whiteness change, or remain continuous, over time? What power hierarchies and political goals has white identity been engineered to advance historically? We shall then examine the contemporary phenomenon whereby the end of white supremacy is conceived by some as the end of the world. This, in turn, will lead us to investigate how we should best understand white disavowal of threats of climate change and pandemics/health-care crises currently coursing through white identity politics. The last part of the course will be dedicated to exploring the end of whiteness in terms of the theories and practices potentially required to dismantle whiteness as white supremacy. Readings include Du Bois, Fanon, Painter, Baldwin, Moreton-Robinson, Hartmann, Olson.

AS.190.433 Race and the Politics of Punishment in the US

Contact with criminal justice has become a primary way that many Americans see and experience government, particularly those from race-class subjugated communities. Yet, our field has been slow to appreciate the development of the carceral state or to consider its manifold for citizenship. In this advanced undergraduate seminar, we will survey key debates around punishment, state violence, and surveillance, with a particular focus on research that takes institutional development, history and racial orders seriously. Why did the carceral state expand in "fits and starts" and with what consequence for state-building? We explore its (racialized and gendered) relationship to other key systems: foster care, social provision, labor relations and the labor market, and immigration enforcement. A core preoccupation of this course will be to understand the ways in which the criminal justice system "makes race" and how debates about crime and punishment were often debates about black inclusion and equality. How does exposure to criminal justice interventions shape political learning, democratic habits, and racial lifeworlds? In addition to policy, political discourse, and racial politics, we will employ works from a range of fields - history, sociology, law and criminology - and a range of methods (ethnography, historical analysis, quantitative and qualitative). Required books include: Khalil Muhammad's *Condemnation of Blackness: race, Crime, and the Making of Modern Urban America*, Elizabeth Hinton's *From the War on Poverty to the War on Crime*, David Oshinsky's *Worse than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice*, Bruce Western's *Punishment and Inequality in America*, and Michael Fortner's *Black Silent Majority: The Rockefeller Drug Laws and the Politics of Punishment*.

AS.190.437 Race and Ethnic Politics in the United States

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.

AS.190.469 White Supremacy

This is a writing intensive, advanced undergraduate political theory seminar on racial formation. Specifically, the course examines white supremacy in politics and theory. We shall take a critical-historical approach to theorize the continuities and changes in whiteness over time. For instance, what power hierarchies and political goals has white identity been fashioned to advance historically? By studying whiteness as race---and not the absence thereof--we will take up questions of how to best understand and contest contemporary manifestations of white supremacy in environmental racism, imperialism, discourses of race war and replacement theory, and ongoing neo-colonial, biopolitical and death-dealing necropolitical projects. Building on this work, we will investigate the white disavowal of existential crises of climate change and pandemic threats within apocalyptic modes of whiteness---ways of thinking and acting where the end of white supremacy is imagined and lived as the real end of the world.

AS.190.131 An Introduction to Global Migration

We live in a world in motion. There are over 272 million migrants in the world today and these numbers are expected to increase in the next decades. Simultaneously, migration is one of the most contested contemporary issues and dominates politics and the media. This course provides students with a thorough understanding of key themes, policies, dilemmas and debates in migration. The first part will focus on theories of migration where students can learn about the history of migration, how and why migrants move today and what categories of migrants exist. The second part will focus on debates around migration and discursive strategies used to 'other' migrants. Part three will focus on core issues in migration studies such as racism, integration, border controls and the link between migration and the economy.

AS.191.208 Global Migration Control, Past and Present

This course will introduce students to the global phenomenon of migration control. Students will learn about the different kinds of migration control that exist across the globe and the various actors involved. In addition, the course will discuss the existing theories seeking to explain the drivers of increased migration control. Here, the course will depart from the most prominent approaches which situate the emergence of migration control in the early 1990s and view private actors as a major driving force. Instead, the course will cast a wider historical net and provide students with insights into the closely connected history of prisons, criminal justice and the control of mobility in a capitalist world economy. Students will learn to critically analyze the historical and contemporary drivers of migration control.

AS.191.303 Critical Race Theory, Law, and Criminal Justice

In this course, students will gain a foundational understanding of critical race theory, including its genesis in legal theory. The course will examine its relationship and importance to social movements, including through key concepts like intersectionality. The course will also use critical race theory to grapple with law, racial segregation, and the criminal justice system in the United States.

AS.191.342 The Politics of Migration Control

Today, immigration control is an almost ubiquitous global phenomenon. It exists in the deserts of the Sahel, shores of Morocco, airports in Korea and islands of the coast of Australia. This course will introduce students to the global phenomenon of migration control. Why does immigration control exist? What is the purpose of immigration control? What does migration control look like in different countries? Students will learn about the different forms of migration control and the actors involved; what it means to be live with migration control; the colonial histories of migration control; the racial underpinnings of it; and the way it is legitimized through certain representations of migrants.

AS.191.343 Global Political Ecology: Colonialism, Capitalism, and Climate Change

The ecological crisis currently underway calls into question political theories that emphasize concern with the ‘human’ above all else. Yet this is the hallmark of humanist political thought, encompassing notions of freedom, equality, property, knowledge, agency, time, and so on. This course rethinks ‘politics’ (theory and modes of action) from the more-than-human perspective of political ecology in conjunction with Black, Indigenous, feminist, and postcolonial thought. We will challenge political concepts that justify the domination of nature for human flourishing, and consequently question prevalent notions of what counts as ‘human’ and what as ‘nature’. We will situate anthropocentric politics within histories of capitalism and colonialism and explore the interconnections between human and non-human domination through such processes as ecological imperialism, racial capitalism, and environmental racism. Toward the end of the course, we will explore recent scholarship on modes of political action suitable for building alternate, just futures for all forms of life in a more-than-human world.

Sociology

AS.230.150 Issues in International Development

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.

AS.230.242 Race and Racism

Race has been important in social classifications and producing inequalities. This course is designed to provide you with a global understanding of how racial categories are created and maintained, how they change over time, and how they vary from place to place. It is organized in four parts. The first part introduces the concepts and analytical tools used by social scientists to study race. Of particular

concern is power and the social construction rather than “natural” categories of race, as well as the general social processes involved in the maintenance and reproduction of these boundaries. In the second part, we will study the theories and dynamics racial category formation in the United States with attention to forms and processes of racial exclusion and oppression, and evidence of socio-economic inequalities based on race. In the third part of the course, we will compare these processes in the U.S. to those occurring in other countries. The fourth and final part of the course examines how race and racism shape political struggles and resistance movements.

AS.230.430 Sociology of Policing and Resistance in Race-Class Subjugated Communities

Policing has become a primary way that many Americans see and experience government, particularly those from race-class subjugated communities, and has been a site of resistance and freedom struggles since the first Reconstruction. In this undergraduate seminar, we will survey key debates around policing and social movements, with a particular focus on research that takes institutional development, history, and racial orders seriously. A core preoccupation of this course will be to understand the ways in which policing “makes race” and how debates about crime, surveillance, and safety were often debates about black inclusion and equality. We will explore changes in the racial logics of policing over time, debates over how policing helped construct the racial order, and the consequences of several shifts in policing for communities. From broken windows policing in New York to the emergence of the new vagrancy-style banishment laws in urban Seattle to the men who live under constant surveillance in Philadelphia and to the large share of blacks in Ferguson with outstanding warrants for “failure to appear”, these policies and policing regimes have helped remake the government in the eyes of the urban poor. How does exposure to criminal justice interventions shape political learning, racial lifeworlds, and community social capital? The course will include a range of methods (ethnography, historical analysis, quantitative and qualitative).

The following table (Table A-1) indicates the approximate ratio of recent courses that would count toward the major, in terms of regularly offered courses by continuing, core Chloe Center faculty, one-off courses (such as those taught by Dean’s Teaching Fellows or by graduate students during summer sessions), and new or newly regularized courses taught by continuing, core Chloe Center faculty. As the table indicates, the large majority of the courses listed above in Appendix A are courses that have been regularly offered and will continue to be regularly offered. Only seven courses offered since 2020 are unlikely to be offered again in their current form, though related and similar substitutes are likely to be offered. New courses have not yet been offered, including the six core CDS required courses; newly regularized courses are those that have so far been taught only once but will be repeated in the future.

Table A-1. Types of Courses for Proposed CDS Major, by Frequency of Appearance in Course Catalog (level in parentheses) <i>Presented in Alphabetical Order</i>		
Regularly Offered Courses (since 2020)	Recent One-off Courses (e.g. Dean’s Teaching Fellow)	Courses Planned to Be Regularly Offered in Future
America After the Civil Rights Movement (300)	An Introduction to Global Migration (300)	Blackstorytelling: Public Health in the Black World (100)
Asian American Politics (300)	Critical Race Theory, Law, and Criminal Justice (300)	Concepts and Applications of the Comparative Method (200)
Black Against Empire (300)	Global Migration Control, Past and Present (200)	Humanities Research Lab: The Military-Industrial Complex in Maryland, D.C., and Virginia (300)
Comparative Politics of the Middle East and North Africa (300)	Global Political Ecology: Colonialism, Capitalism, and Climate Change (300)	Introduction to Critical Diaspora Studies (100)
Comparative Racial Politics (300)	Performing the Archive 2022: 200 Years of US-Liberia Migration (300)	Race and the Politics of Memory (300)
First-Year Seminar: Anti-Racism 101 (100)	Power and Pleasure in Asian America: Race and Law in Culture (200)	Readings in Empires, Wars, and Carceralities (100)
History Research Lab: Asian Diaspora in Baltimore (400)	The Politics of Migration Control (300)	Readings in Global Indigeneities (100)
Indigenous Science Fiction: (Re)making Worlds (100)		Readings in Migration and Borders (100)
Introduction to Police and Prisons (100)		Readings in Solidarities, Social Movements, and Citizenship (100)
Invisible Cities (300)		Unlocking Knowledge: Theorizing Prison from the Inside (300)
Korean War (300)		
Latin America in a Fracturing		

Table A-1. Types of Courses for Proposed CDS Major, by Frequency of Appearance in Course Catalog (level in parentheses)
Presented in Alphabetical Order

Regularly Offered Courses (since 2020)	Recent One-off Courses (e.g. Dean's Teaching Fellow)	Courses Planned to Be Regularly Offered in Future
World (300)		
Literature of the Settler Revolution (100)		
Politics of the Korean Diaspora (300)		
Race and Debt: Living on Borrowed Time (400)		
Race and Ethnic Politics in the United States (400)		
Race and the Politics of Punishment in the US (400)		
Reverberations of the Korean War (300)		
Sociology of Policing and Resistance in Race-Class Subjugated Communities (400)		
The Atlantic World (300)		
The Trouble with Diversity (300)		
White Supremacy (400)		
Writing Power, or Dueling in Print with Light Sabers: An RIC Seminar on Scholarly Composition (400)		
Zombies (100)		

Table A-1. Types of Courses for Proposed CDS Major, by Frequency of Appearance in Course Catalog (level in parentheses)
Presented in Alphabetical Order

Regularly Offered Courses (since 2020)	Recent One-off Courses (e.g. Dean's Teaching Fellow)	Courses Planned to Be Regularly Offered in Future
America After the Civil Rights Movement (300)	An Introduction to Global Migration (300)	Blackstorytelling: Public Health in the Black World (100)
Asian American Politics (300)	Critical Race Theory, Law, and Criminal Justice (300)	Concepts and Applications of the Comparative Method (200)
Black Against Empire (300)	Global Migration Control, Past and Present (200)	Humanities Research Lab: The Military-Industrial Complex in Maryland, D.C., and Virginia (300)

Comparative Politics of the Middle East and North Africa (300)	Global Political Ecology: Colonialism, Capitalism, and Climate Change (300)	Introduction to Critical Diaspora Studies (100)
Comparative Racial Politics (300)	Performing the Archive 2022: 200 Years of US-Liberia Migration (300)	Race and the Politics of Memory (300)
First-Year Seminar: Anti-Racism 101 (100)	Power and Pleasure in Asian America: Race and Law in Culture (200)	Readings in Empires, Wars, and Carceralities (100)
History Research Lab: Asian Diaspora in Baltimore (400)	The Politics of Migration Control (300)	Readings in Global Indigeneities (100)
Indigenous Science Fiction: (Re)making Worlds (100)		Readings in Migration and Borders (100)
Introduction to Police and Prisons (100)		Readings in Solidarities, Social Movements, and Citizenship (100)
Invisible Cities (300)		Unlocking Knowledge: Theorizing Prison from the Inside (300)
Korean War (300)		
Latin America in a Fracturing World (300)		
Literature of the Settler Revolution (100)		
Politics of the Korean Diaspora (300)		
Race and Debt: Living on Borrowed Time (400)		
Race and Ethnic Politics in the United States (400)		
Race and the Politics of Punishment in the US (400)		
Reverberations of the Korean War (300)		
Sociology of Policing and Resistance in Race-Class Subjugated Communities (400)		
The Atlantic World (300)		
The Trouble with Diversity (300)		
White Supremacy (400)		
Writing Power, or Dueling in Print with Light Sabers: An RIC Seminar on Scholarly Composition (400)		
Zombies (100)		

Appendix B:

Faculty

Faculty Advisory Board

Chloe Center for the Critical Study of Racism, Immigration, and Colonialism

Critical Diaspora Studies Major

Faculty Name	Title	Status	Degree	Degree Area	Courses
Stuart Schrader	Associate Research Professor of Africana Studies Director, Chloe Center	Full-time	PhD	American Studies	AS.362.315 Black Against Empire AS.362.102 First-Year Seminar: Anti-Racism 101 AS.362.115 Introduction to Police and Prisons AS.362.335 Unlocking Knowledge: Theorizing Prison from the Inside AS.191.303 Critical Race Theory, Law, and Criminal Justice
Alessandro Angelini	Assistant Professor of Anthropology	Full-time	PhD	Anthropology	AS.070.318 The Atlantic World AS.070.324 Latin America in a Fracturing World AS.070.337 Invisible Cities
PJ Brendese	Associate Professor of Political Science	Full-time	PhD	Political Science	AS.190.307 Race, Politics, and Literature AS.190.311 Disposable People: Race, Immigration and Biopolitics AS.190.388 Race and the Politics of Memory AS.190.404 Race and Debt: Living on Borrowed Time AS.190.408 The End of Whiteness AS.190.469 White

					Supremacy
Erin Aeran Chung	Charles D. Miller Associate Professor of East Asian Politics	Full-time	PhD	Political Science	AS.190.337 Politics of the Korean Diaspora AS.190.315 Asian American Politics AS.190.355 Comparative Racial Politics
Nathan Connolly	Herbert Baxter Adams Associate Professor of History	Full-time	PhD	History	AS.100.301 America After the Civil Rights Movement AS.100.397 The Trouble with Diversity AS.100.490 Writing Power, or Dueling in Print with Light Sabers
Johaina Crisostomo	Assistant Professor, English	Full-time	PhD	English Literature	
Zophia Edwards	Assistant Professor, Sociology	Full-time	PhD	Sociology	
François Furstenberg	Professor of History	Full-time	PhD	History	
Clara Han	Professor of Anthropology		PhD	Social Anthropology	AS.070.332 Reverberations of the Korean War AS.070.359 Korean War
Jared Hickman	Associate Professor of English	Full-time	PhD	English	AS.060.142 Indigenous Science Fiction: (Re)making Worlds AS.060.154 Zombies AS.060.391 Early American Literature
H. Yumi Kim	Assistant Professor of History	Full-time	PhD	History	AS.100.450 History Research Lab: Asian Diaspora in Baltimore
Julian Lim	Associate Research Professor of History	Full-time	PhD	History	
Sarah Parkinson	Aronson Assistant Professor of Political Science and International Studies	Full-time	PhD	Political Science	AS.190.394 Comparative Politics of the Middle East and North Africa

Vesla Weaver	Bloomberg Distinguished Professor of Political Science and Sociology	Full-time	PhD	Government, Social Policy	AS.190.300 Racial Inequality, Policy and Politics in the US AS.190.433 Race and the Politics of Punishment in the US AS.190.437 Race and Ethnic Politics in the United States
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Other Current Chloe Center Teaching Faculty

Faculty Name	Title	Status	Degree	Degree Area	Courses
Jasmine Blanks Jones	Lecturer	Part-time	PhD	Education, Africana Studies	AS.262.150 Blackstorytelling: Public Health in the Black World AS.362.309 Performing the Archive 2022: 200 Years of US-Liberia Migration
Daniel Cumming	Postdoctoral Fellow	Part-time	PhD	US History	AS.362.326 Nothing About Us, Without Us: Storytelling as a Method for Community Organizing
Tali Ziv	Postdoctoral Fellow	Part-time	PhD	Anthropology	AS.070.406 Governing Health: Care, Inequality, and the State

Dean's Teaching Fellows

Faculty Name	Title	Status	Degree	Degree Area	Courses
Sabrina Axster,	Dean's Teaching Fellow	Part-time		Political Science	AS.190.131 An Introduction to Global Migration AS.191.208 Global Migration Control, Past and Present AS.191.342 The Politics of Migration Control

Jilene Chua	Dean's Teaching Fellow	Part-time	-	History	AS.100.235 Power and Pleasure in Asian America: Race and Law in Culture
Sheharyar Imran	Dean's Teaching Fellow	Part-time	-	Political Science	AS.191.343 Global Political Ecology: Colonialism, Capitalism, and Climate Change

(These JHU PhD candidates have been affiliated with the Program in Racism, Immigration, and Citizenship, and they have offered courses since 2020 that would be eligible Critical Diaspora Studies courses.)