

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140079 P015B140079

Johns Hopkins University

INT

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/> n/a	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
*a. Legal Name: <input type="text"/> Johns Hopkins University		
*b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/> 520595110	*c. Organizational DUNS: <input type="text"/> 0019107770000	
d. Address:		
* Street1: <input type="text"/> 3400 N. Charles Street Street2: <input type="text"/> Wyman Park Building N600 * City: <input type="text"/> Baltimore County/Parish: <input type="text"/> * State: <input type="text"/> MD: Maryland Province: <input type="text"/> * Country: <input type="text"/> USA: UNITED STATES * Zip / Postal Code: <input type="text"/> 21218-2685		
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/> Krieger School Arts & Sci.	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/> Ms. Middle Name: <input type="text"/> * Last Name: <input type="text"/> Healy Suffix: <input type="text"/>	* First Name: <input type="text"/> Mary Louise	
Title: <input type="text"/> Director of Research Administration		
Organizational Affiliation: <input type="text"/> Johns Hopkins University, Krieger School of Arts and Science		
* Telephone Number: <input type="text"/> 410-516-8617	Fax Number: <input type="text"/> 410-516-4100	
* Email: <input type="text"/> mhealy11@jhu.edu		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015B

CFDA Title:

Foreign Language and International Studies Program and Foreign Language and Area Studies Fellowship Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-002

*** Title:**

Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Johns Hopkins University Foreign Language and Area Studies Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="960,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="960,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Pier	M.	Larson	

Address:

* Street1:	3400 N. Charles St.
Street2:	Wyman Park Building N600
* City:	Baltimore
County:	

* State:	MD	* Zip Code:	21218	Country:	USA
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* Phone Number (give area code):	443-850-7470	Fax Number (give area code):	Larson@jhu.edu
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* Email Address:	larson@jhu.edu
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2. Novice Applicant:

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Johns Hopkins University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	\$240,000.00	\$240,000.00	\$240,000.00	\$240,000.00	\$240,000.00	\$960,000.00
12. Total Costs (lines 9-11)	\$240,000.00	\$240,000.00	\$240,000.00	\$240,000.00	\$240,000.00	\$960,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ___ ED ___ Other (please specify): ___ The Indirect Cost Rate is ___ %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ___ %

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)	0	0	0	0	0	0

SECTION C – BUDGET NARRATIVE (see instructions)

Section C -- Budget Narrative

Training Stipends

All funds requested will be used to cover the cost of training stipends (institutional payment and subsistence allowance) for fellows. A total of \$960,000 (\$240,000) per year is requested for the training stipends, broken down annually as follows:

Type of Fellowship	Number to be Awarded	Institutional Payment per Fellowship	Subsistence Allowance per Fellowship	Total Cost per Fellowship	Total Request
Undergraduate – Academic Year	3	\$10,000	\$5,000	\$15,000	\$45,000
Graduate – Academic Year	5	\$18,000	\$15,000	\$33,000	\$165,000
Summer	4	\$5,000.00	\$2,500.	\$7,500	\$30,000.
TOTAL	12				\$240,000

Section 427 General Education Provisions Act Statement
Johns Hopkins University Foreign Language and Area Studies Initiative

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

The Johns Hopkins University Foreign Language and Area Studies Initiative seeks to recruit and engage students from underrepresented and economically disadvantaged backgrounds. To ensure that all qualified students who may be interested have access to information on the program, we will, working with the groups' leadership, make recruiting materials available in areas where student groups regularly meet. The hub for student diversity is the MASC (Multicultural Affairs Student Center), which houses 12 multicultural organizations that utilize the center for events, organizational meetings, and educational resources. Each residential group has designated office space to conduct business or produce important programming collaborations. The 12 groups are:

- Black Graduate Student Association
- Caribbean Cultural Society
- Dunbar-Baldwin-Hughes Theatre Company
- Global Medical Brigades
- Hopkins Ethiopian and Eritrean Society
- Inter-Asian Council
- OLÉ -- Organizacion Latino Estudiantil
- Diverse Sexuality and Gender Alliance
- Filipino Student Association
- Hopkins Hawai'i Ohana
- Yong Han Lion Dance Troupe
- Taiwanese American Student Association

APPLICATION WORLD REGION OR THEMATIC FOCUS
Johns Hopkins University
FY 2014-2017

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input checked="" type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input checked="" type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Arabic	Y
French	Y
German	Y
Hebrew	Y
Hindi	Y
Italian	Y
Japanese	Y
Korean	Y
Mandarin Chinese	Y
Portuguese	Y
Russian	Y
Spanish	Y
Yiddish	Y

**Grant Application
for the
Fiscal Year 2014**

**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM
CFDA No. 84.015B**



JOHNS HOPKINS
UNIVERSITY

**International Studies Program
Johns Hopkins University
Mergenthaler Hall, Suite 240
3400 N. Charles Street
Baltimore MD 21218**

<http://krieger.jhu.edu/internationalstudies/>

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ABSTRACT

The Zanvyl Krieger School of Arts and Sciences (KSAS) of the Johns Hopkins University in Baltimore has an impressive international studies profile. 120 of the Krieger School's 286 faculty teach and conduct research that is international. With some 300 majors, the International Studies Program (ISP) is the third largest undergraduate degree program within KSAS. ISP draws on the diverse strengths of KSAS in the fields of political science, history, economics, anthropology, sociology, and languages. A number of internationally-focused degree programs and centers work with and alongside ISP to advance teaching and research on important world regions and thematic areas of global significance.

The Krieger School offers instruction in 13 modern foreign languages. German, French, Italian, **Portuguese**, Spanish, and Yiddish are offered through the Department of German and Romance Languages and Literatures (GRLL), while **Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin Chinese, and Russian** are offered through the Center for Language Education (CLE). (The eight languages listed in bold are critical/priority languages as identified by the Secretary of Education).

With this application, KSAS is seeking Title VI funding for FLAS fellowships (without requesting NRC designation) to establish a new Foreign Language and Area Studies Fellowship Initiative overseen by the interdisciplinary International Studies Program, which serves 300 undergraduate majors and is developing into a base for graduate studies. The new FLAS initiative at JHU will be led by Pier Larson, Vice Dean for Humanities and Social Sciences with responsibility for international programs within KSAS, and Sydney Van Morgan, incoming Director of the International Studies Program.

As a first-time applicant for Title VI FLAS funding, KSAS will employ the FLAS Fellowship Initiative to develop greater strengths in LCT area and language studies. Although enrollments in KSAS language training programs are already strong, we intend to use the FLAS Fellowship Initiative to strengthen area studies and to help ensure that students in the STEM fields, public health, and professional schools, especially Johns Hopkins' top-ranked School of Education, enroll in greater numbers. Our primary goals are to increase enrollments in our eight priority language programs, strengthen sub-Saharan African area and language studies, and improve and expand the Arabic language program. With this groundwork in place, KSAS will be favorably positioned to compete successfully in 2018 for designation as a Title VI National Resource Center.

Thorough and on-going evaluation practices will ensure that over the course of the 2014-18 grant cycle the JHU FLAS Fellowship Initiative will meet the highest standards for quality and impact. The Center for Research and Reform in Education (CRRE) within The Johns Hopkins University School of Education has agreed to provide evaluation services for our Title VI-funded project. In addition, we will follow all IFLE reporting guidelines and implement a biennial FLAS recipient survey as mandated by the US Department of Education.

ACRONYMS

ACTFL = American Council on the Teaching of Foreign Languages

CLE = Center for Language Education

CRRE = Center for Research and Reform in Education of the School of Education, at

JHU = Johns Hopkins University

DLC = Johns Hopkins Diversity Leadership Council

EAS = East Asian Studies Program

GRLL = Department of German and Romance Languages and Literatures

ISP = International Studies Program

JHU = The Johns Hopkins University

KSAS = Krieger School of Arts and Sciences

MASC = Multicultural Affairs Student Center

OMA = Office of Multicultural Affairs

OSA = Office of Study Abroad

PGS = Post-Graduate Survey

PLAS = Program in Latin American Studies

SAIS = School of Advanced International Studies

SLA = Second Language Acquisition

INTRODUCTION

The Zanvyl Krieger School of Arts and Sciences (KSAS) is the core institution of The Johns Hopkins University's Homewood campus in Baltimore. Comprising 22 departments and 33 centers, programs, and institutes, the Krieger School is home to 3,500 undergraduate and 3,400 graduate students (both masters and Ph.D.) interested in the arts, humanities, social sciences, and natural sciences. Founded in 1876, Johns Hopkins University (JHU) pioneered the concept of the modern research university in the United States and has ranked among the world's top universities up to the present. As one of JHU's nine academic institutions, KSAS offers more than 60 undergraduate majors and minors, 40 full-time graduate programs, and a dozen part-time graduate programs.



KSAS has an impressive international studies profile, at the academic forefront of which is its International Studies Program (ISP). ISP draws its strength from the international expertise of the JHU faculty. 120 of the Krieger School's 286 faculty teach and conduct research that is predominantly international (see appendix). With some 300 majors, the ISP is the third-largest undergraduate degree program at Johns Hopkins, following Public Health Studies and Neuroscience. ISP focuses especially on JHU's strengths in political science, history, economics, anthropology, sociology, and languages. A number of internationally-focused programs and centers offering both graduate and undergraduate training in the form of degrees and certificates—the East Asian Studies Program, the Center for Africana Studies, the Program in Latin American Studies, the Max Kade Center for Modern German Thought, the Arrighi Center for

Global Studies, the Charles Singleton Center for the Study of Pre-Modern Europe, Islamic Studies, and Racism, Immigration and Citizenship—work with and alongside ISP to advance both graduate and undergraduate teaching and research on important world regions and thematic areas of global significance.

KSAS offers instruction in 13 modern foreign languages to underpin its degree programs in International Studies and to provide language competence to students in a panoply of other majors, minors, and graduate degree programs. German, French, Italian, **Portuguese**, Spanish, and Yiddish are offered through the Department of German and Romance Languages and Literatures (GRLL), while **Arabic**, **Hebrew**, **Hindi**, **Japanese**, **Korean**, **Mandarin Chinese**, and **Russian** are offered through the Center for Language Education (CLE). (The eight languages listed in bold are critical/priority languages as identified by the Secretary of Education).

With this application, **the Krieger School of Arts and Sciences at The Johns Hopkins University is seeking Title VI funding for FLAS fellowships (without requesting NRC designation) to establish a new Foreign Language and Area Studies Fellowship Initiative** overseen by and centered around the interdisciplinary ISP as described above and elaborated on below. The FLAS Initiative at Johns Hopkins dovetails with a planned expansion of ISP to also support graduate education at the Homewood Campus and to serve as a hub for the various area and thematic programs that work heavily with graduate students. We have begun to cluster these programs, together with ISP, on the second floor of Mergenthaler Hall, where the new director of the program will supervise the pool of administrators who service these programs. Because of its robust undergraduate program, its cooperation with JHU's departments

and study abroad programs, its linkages with foreign institutions, and its extensive administrative contacts across the Homewood campus, ISP is the logical center within KSAS to locate this initiative.

As a first-time applicant for Title VI FLAS funding, KSAS will employ the FLAS Fellowship Initiative to develop greater strengths in LCT area and language studies. More specifically, the three principle goals of the Initiative will be to 1) **increase enrollments in our eight priority language programs**, 2) **strengthen sub-Saharan African area and language studies** and, 3) **improve and expand the Arabic language program**. Although enrollments in the 13 foreign language training programs at Hopkins are already strong, we intend to use the FLAS Fellowship Initiative to further increase participation in these programs, particularly in our eight priority languages, to offer new opportunities to study languages of Africa in partnership with Morgan State University (a major minority-serving institution in close proximity to Hopkins), and to help improve the quality of our Arabic language instruction.

As the result of a recent review of its Arabic-language teaching program, Johns Hopkins is currently implementing measures to significantly improve this component of its foreign language program. We are in the process of replacing our Arabic Language instructors, as described below, and expanding our Arabic language training at the advanced and research level through a new tenure-line faculty appointment in Near Eastern Studies. The scholar chosen to fill this position will provide high-level instruction in the reading of Arabic language manuscripts from across the Arabic-speaking world and provide other academic courses employing Arabic to support advanced undergraduate and graduate students in their research endeavours.

Thorough and on-going evaluation practices will ensure that over the course of the 2014-18 grant cycle the JHU FLAS Fellowship Initiative will meet the highest standards for quality and impact. The Center for Research and Reform in Education (CRRE) within The Johns Hopkins University School of Education has agreed to provide evaluation services for our Title VI-funded project. The CRRE, a nationally-recognized independent evaluation center, specializes in mixed-methods evaluation studies that combine rigorous qualitative and quantitative methodologies to obtain and interpret results associated with education-related projects. We are already working with the CRRE in the development of this proposal.

CRITERION 1. Commitment to Subject Area

Johns Hopkins University is dedicated to supporting and growing the International Studies Program as the hub of global education, research, and language studies on its Homewood Campus. Surrounding and connected to ISP are the departments, centers and programs on campus that assist the program in delivering its major and in providing internationally focused majors, minors and graduate degrees and certificates of their own. Both ISP and its associated departments and centers are the focus of this application for FLAS funding.

A. (i) Center operations. The International Studies Program at Hopkins was founded in the early 1970s and has grown to become one of the three largest undergraduate majors in KSAS. ISP offers an interdisciplinary major that combines studies in political science, economics, history and foreign language to develop an understanding of international political questions and to think critically about the economic, historical

and cultural dimensions of various countries, cultures and conflicts in the post-Cold War world. ISP majors (of which there are some 300 at any one time) seek to understand why events occur the way they do throughout the world and their impact on peace and stability. The interdisciplinary nature of the field allows Hopkins undergraduates who choose the major to develop their particular interests within the field, including historical as well as contemporary emphases. ISP students develop skills as undergraduates that are marketable, rewarding and useful throughout their careers, regardless of whether they go into government service, international investment, law, education, business or non-profit employment.

The International Studies Program is located in Mergenthaler Hall, in the same building as the departments of Sociology and Political Science, and adjacent to Gilman Hall, in which all of the Humanities departments are located. Table 1 details the \$16,921,000 university funds that are committed annually to global education and research at Johns Hopkins. This ongoing commitment to International Studies has meant a consistent investment in faculty strength, language training capacity, and library resources.

Table 1. JHU Annual Commitment to International Studies

Core administrative personnel, library staff, and faculty	Amount
Administrative personnel of ISP	\$163,500
International language faculty	\$1,707,000
International studies faculty	\$9,584,000
Library staff working in areas of international studies	\$595,000
<i>Subtotal</i>	\$12,049,500
Supporting operations	Amount
ISP student support (international organizations, grants/fellowships)	\$8,500
Hopkins Study Abroad (salaries, rentals, operating expenses abroad, financial aid)	\$3,258,000
International students and scholars (operating expenses)	\$362,000

Faculty research (grants/contracts awarded to IS faculty)	\$239,000
Language Education Center (salaries, operating expenses, technical equipment)	\$400,000
Library (international acquisitions)	\$575,000
Office operations (space, telecom, computer support)	\$29,000
<i>Subtotal</i>	\$4,871,500
Total University Support	\$16,921,000

A. (ii) Teaching staff. Johns Hopkins University dedicates over \$11 million to the 120 language and international studies faculty listed in the appendix. This includes \$1,707,000 for language lecturers and \$9,584,000 for professorial faculty. A further indicator of institutional support is the hiring and replacement of faculty. Twenty-three (23) new IS-related faculty have joined Johns Hopkins since 2010. Among the faculty who have recently joined the KSAS faculty are Nicolas Jabko, Andrea Krauss, Michael Kwass, Gabriel Paquette, Felipe Pereda, Derek Schilling, and Sydney Van Morgan.

A. (iii) Library resources. JHU dedicates \$595,000 annually to library staff who work in support of international research and teaching and \$575,000 to acquisitions in international and language studies materials. For additional details, refer to Criterion 5.

A. (iv) Foreign linkages. The Krieger School of Arts and Sciences at Johns Hopkins reaches into nearly every corner of the globe—with campuses or centers in the United States, China, and Italy. Each year, more than 440 Johns Hopkins undergraduate students study abroad in nearly 30 countries, thus linkages with foreign institutions are critical to our educational mission. JHU supports extensive bilateral ties with universities and research institutes outside the United States with 22 formal agreements. The Office of Study Abroad (OSA) in KSAS and the Vice Provost for International Programs help the leadership with negotiating these agreements. The OSA also assists both undergraduate and graduate students in choosing and executing their

study abroad pursuits. Many of these linkages are supported financially by KSAS. One example is our agreement with the École Normale Supérieure (ENS) in Paris, in which JHU pays stipends for ENS students studying at Johns Hopkins while our students enjoy free housing and half-priced meals in the ENS cafeteria.

B. Student support. Undergraduate majors in International Studies enjoy the same financial aid as students pursuing other majors at Johns Hopkins. In addition, the ISP enjoys philanthropic endowments that support student research abroad and prizes for the best senior thesis. One example is the Brown Family travel fund that reimburses travel expenses for undergraduate students conducting honors thesis research outside of the United States. Another is the Frank and Alice Adelberg Summer Research Awards in human rights, humanitarianism and conflict resolution, which similarly support student research projects in these areas. Finally, the Robert Tucker Award is a financial gift awarded each year to the ISP senior thesis judged most meritorious. Each of the Centers and Departments affiliated with ISP also support student research, either from their operating funds provided through KSAS or from their several endowments.

Graduate students entering Ph.D. and some masters programs in the humanities and social sciences at KSAS typically receive both tuition waivers and monthly stipends for a minimum period of five years. Set at a floor of \$23,000 for the 2014-15 academic year (which departments may raise with funds that they curate), the annual graduate stipend paid to our students will increase dramatically to a mandatory minimum of \$28,500 during the 2015-16 academic year.

CRITERION 2. Quality of Curriculum Design

The International Studies Program and related centers at the Krieger School build on strong traditions in international studies to create instructional programs that emphasize language training, multidisciplinary and cross-regional area studies, study abroad and training for careers in areas of national need.

A. (i & ii). Undergraduate degree programs. Johns Hopkins offers a range of degree options related to International Studies delivered by both departments and certain centers as well as ISP itself. Students can pursue studies in international regions in most humanities and social science departments, or in dual degrees between ISP and those centers and departments. In the Department of Political Science, roughly half of undergraduate majors pursue their primary study in International Relations or in Comparative Politics. A similar percentage of students in the Department of History graduate with study focuses in Europe, Africa, Asia and Latin America, though American history remains a popular choice. In the Departments of English and Writing Seminars a significant minority of students pursue international studies. By contrast, all majors in the Department of German and Romance Languages and Literatures graduate with internationally focused degrees. The Departments of Anthropology, Classics and Near Eastern Studies also graduate students whose study areas are virtually all outside of North America.

In addition to these departmental majors, the ISP has developed both “focus areas” and “tracks” with the Department of History, the Department of Sociology, the Department of German and Romance Languages and Literatures, and also with the Program in Jewish Studies. While “focus areas” are minors, “tracks” are second majors

pursued by students whose first major is within ISP. These minors and second majors, specifically tailored for ISP students, help to bring ISP students into the disciplines and under the guidance of “traditional” Humanities and Social Science Departments and Programs. Additional tracks/second majors for ISP students are currently in development with the Africana Studies and Latin American Studies Programs and potentially also with Political Science. Through these new majors and minors, we are making ISP a central interdisciplinary pivot in our constellation of departments and programs to deliver and coordinate international education.

B. (i) Academic and career advising. All incoming freshmen meet regularly with an assigned advisor in the Office of Academic Advising until late in the spring semester of their first year, when they select their major and are assigned an advisor in that department (or program in the case of ISP). During their last three years at Johns Hopkins, students consult both their faculty advisor, the Director of Undergraduate Studies in their major department(s), and advisors in the Office of Academic Advising. Many also meet with advisors and counselors in our Offices of Pre-Professional Programs and Career Services. The KSAS Dean places strong emphasis on the quality of academic advising and has instituted annual awards for excellence that several IS faculty have won (e.g., Steven David in Political Science [#26]). ISP Director Van Morgan (#109) is joining JHU in July of this year and will oversee the advising of ISP students regarding study and career opportunities abroad and in international organizations. In addition, the Homewood Career Center assists students in both KSAS and the Whiting School of Engineering in planning for and securing employment.

B. (ii) Study abroad and exchange programs. Designed to foster creativity, discovery and excellence in education, Hopkins programs abroad challenge the mind, both in the classroom and in students' everyday experiences. Each year, over 440 undergraduates at JHU, approximately 34-36 percent of the graduating class, participate in study abroad programs designed to enrich their undergraduate degree programs. Another 200 undergraduates participate in university sponsored or funded international internships, research, and service learning activities. The International Studies Program and related majors (especially Economics and Political Science) account for approximately 18 percent of all JHU undergraduates who have studied abroad since Spring 2007 (694 out of 3795 students). While these numbers are already significant and represent much administrative effort directed toward undergraduate study abroad over the last decade, we believe they can and should become even more robust. Given the importance of global competence in the job marketplace for college graduates, we would like more than half of our graduates to study abroad.

Johns Hopkins divides study abroad programs into two general categories: (1) university-managed programs and exchanges and (2) vetted non-university programs. In 2013-14, 26 percent of study abroad students participated in Hopkins departmental and exchange programs and 74 percent participated in vetted non-university programs. University-managed programs and exchanges have been selected, designed and endorsed by academic departments to complement the undergraduate curriculum. KSAS actively supports undergraduate exchange programs with Sciences Po, École des Hautes Études commerciales de Paris, University of Tokyo, Waseda University, Universi-

ty College London and a new exchange with the Universitat Pompeu Fabra in Barcelona.

In addition, KSAS departments manage and collaborate on undergraduate programs in Madrid (Carlos III), Nanjing (Nanjing University), Berlin (Berlin Consortium for German Studies), Buenos Aires (Institute for Study Abroad), Bologna (School of Advanced International Studies), Rome (Intercollegiate Center for Classical Studies) and Oxford (St. Ann's). Over 48 percent of the courses in these programs may be applied directly toward major and minor requirements in international studies, economics and political science, exclusive of language requirements. Twenty-two percent of the courses in these programs may be applied toward general language and critical language requirements in Chinese, Arabic, French, Spanish, German, Italian and Japanese. The remaining 30 percent of courses offered on university-managed and exchange programs are applied toward requirements in other majors/minors (e.g. Biochemistry, Classics), distribution requirements and credit toward graduation.

Academic departments at Hopkins sponsor their own discipline-specific summer and intersession courses. Each course must meet academic requirements for a three-credit course (i.e., a minimum of 45 contact hours). Departmental offerings vary from year to year. During the 2013-14 academic year, Hopkins offered summer and intersession programs in the fields of Spanish language, Chinese language (STEM), art history, behavioral biology, public health studies, museum studies, Latin American studies, African studies, studio arts and neuroscience. Locations included Ecuador, Spain, China, Ghana, Uganda, Cuba, Italy, France, Brazil and the United Kingdom. All programs are

reviewed and approved by the sponsoring department and a Faculty Advisory Committee on Study Abroad.

B. (iii) Access to other institutions. Almost two-thirds of the undergraduates who study abroad participate in Hopkins-vetted, non-university programs. Vetted programs include direct matriculation options at major research universities (e.g. University of Edinburgh, University of Cape Town, University of Sydney, Hebrew University) and on university-approved, third-party provider programs (e.g. School for International Training, Boston University Internship Programs). For students in ISP and related disciplines, the vetted programs offer access to coursework in language acquisition, area studies and specialized content not readily available at and/or through Johns Hopkins. Arabic language acquisition in conjunction with Middle Eastern Studies, Conflict Resolution and Security Studies is a case in point. Students with concentrations in these areas participate in direct matriculation at Hebrew University, St. Andrews University and the School for Oriental and African Studies (University of London) or in vetted programs in Jordan, Turkey and Morocco.

Vetted programs have been reviewed by the Faculty Advisory Committee and selected to meet specific curricular needs, such as critical language-acquisition, area studies or specific degree requirements, including fieldwork and undergraduate research. Hopkins currently approves participation in forty-eight vetted programs. The geographical distribution of vetted programs covers all major continents (Africa, the Americas, Asia and the Pacific, Australia/New Zealand, Europe, Near and Middle East). Third-party providers approved by Johns Hopkins include, among others, the Danish Institute for Study Abroad (DIS), the School for International Training (SIT), the Council for Inter-

national Education and Exchange (CIEE) and CET Academic Programs. In general, undergraduates transfer from one to three courses (3 to 9 credits) per semester from vetted programs toward major and minor requirements. Courses applied toward major and minor requirements must be pre-approved by the Director for Undergraduate Studies in the student's major and minor. Courses appear as transfer credit on the JHU transcript but grades are not calculated into a student's GPA. Courses may be applied toward distribution requirements and general credit toward graduation.

CRITERION 3. Quality of Non-Language Instructional Program

The Johns Hopkins University Krieger School of Arts and Sciences advances a vision of international studies with emphases on both broadening and deepening expertise in international studies and also highlights excellence in professional and non-academic career training.

A. (i) Course offerings. As the course appendix demonstrates, in 2012-13, our area studies offerings (i.e., courses with more than 25 percent modern International content) totaled 525. The area studies courses were distributed across 31 departments and programs (unique course number prefixes), with 400 undergraduate and 125 graduate courses respectively. (Note: some of our graduate courses enroll undergraduate students, and vice versa.) 2012-13 enrollments totaled 6,977 undergraduate and 837 graduate students.

A. (ii) Professional schools. The Bloomberg School of Public Health (BSPH) at Johns Hopkins offers courses through its Department of International Health and to a lesser extent in most of its nine other departments that seek to help students under-

stand health problems and develop means of disease reduction and health protection in underserved populations around the world. One of the three largest majors at the KSAS (in addition to the ISP major) is the Public Health Studies major. Senior Public Health Studies majors from KSAS enroll in courses at the BSPH together with the masters and Ph.D. students served in that school. Approximately half of the KSAS undergraduates taking courses at the BSPH study international topics.

The 5-year BA/MA Program with the Nitze School of Advanced International Studies (SAIS) in Washington, D.C. (also a unit of Johns Hopkins) allows selected undergraduate students to pursue an intensive program in International Studies and obtain a Master's degree from SAIS. Johns Hopkins SAIS is a prominent and respected graduate school of international affairs, with campuses in Washington, D.C., Bologna (Italy) and Nanjing (China). Taught by distinguished faculty, SAIS students acquire both a critical framework for analysis of international issues and essential professional skills in economics, languages and regional expertise. Today, SAIS alumni are political, business and organizational leaders in more than 140 countries around the world—including more than 130 graduates who have served as ambassadors for their respective nations, including for the United States. The BA/MA Program with SAIS includes three years of study at Homewood and two years of study at SAIS. Formal attendance at SAIS begins in the senior year and extends through a fifth year of study, with the option to study in Bologna or Nanjing for qualifying students.

B. Depth of specialization. In addition to the literature and culture courses connected to the study of international languages, Johns Hopkins' course offerings in several disciplines are deep. History, sociology and political science are notable examples.

A majority of the History Department faculty (15 of 24) research and teach on regions outside North America. In addition to its core major allowing students to pursue the study of Europe, Africa, Latin America and East Asia, History now offers a double major in History and International Studies (briefly mentioned earlier in the application) called “Global Connections, Historical Comparisons.” It also administers a BA/MA program in conjunction with the University of Pompeu Fabra in Barcelona, in which students completing a BA at Johns Hopkins then pursue an MA in World History at Pompeu Fabra.

One of the major divisions of the Department of Sociology is its Global Social Change contingent of faculty, which focuses on cross-national, comparative research. In addition to offering undergraduate degrees within this thematic concentration, the Sociology department runs a double major with ISP called “Global Social Change and Development” which provides students with a sophisticated set of research and critical-thinking skills that prepares them for twenty-first century professions and global citizenship. Housed within the Sociology Department, JHU’s widely respected Arrighi Center for Global Studies routinely makes International issues that cross borders—such as the international division of labor and labor organization, land tenure, and various manifestations of global capitalism—central topics of debate in its broad array of activities. With 12 tenured and tenure-line faculty in International Relations and Comparative Politics, the Political Science Department also boasts considerable strengths in Asia, Africa, Europe and Latin America. It is one of the core departments participating in ISP since its founding several decades ago.

C. Interdisciplinary courses. Interdisciplinary courses and degree programs form an important feature of our undergraduate and graduate programs. Interdiscipli-

nary courses are those that include more than one theoretical approach to a topic. Approximately 15 percent of JHU's courses with more than 25 percent international content are cross-listed in at least two departments and/or programs. Some examples highlight the importance of interdisciplinary courses in our curricula. One is our Great Books at Johns Hopkins course, which is coordinated by the Humanities Center Department. Typically, four faculty members collaborate each fall semester in teaching this course, each choosing two books to present to the students. The majority of the selections are masterpieces of European philosophy, history and political theory, though some North American or from beyond the western world. (We are currently thinking of creating a Global Great Books course that would replicate this model but take as its content great books written by non-western authors.) Another example of an interdisciplinary course is African Fiction as History, a course taught out of the History department that melds modern African history and literature through the focus on African historical novels (such as Chimamanda Ngozi Adichie's *Half of a Yellow Sun* about the Biafra War in Nigeria; Adichie is a Johns Hopkins MFA graduate of the Writing Seminars Department and composed much of this novel while pursuing an MA at Hopkins). Taught by an historian of Africa, the course challenges students to analyze the texts as both literary productions and as products of particular historical moments, providing insight into modern African history through the its literature.

Among its 14 departments in the humanities and social sciences, KSAS has 33 interdisciplinary centers and programs, 11 of which have a specific international focus, and most of which offer a minor, a major, or a certificate. Interdisciplinary majors represent some of the largest and fastest growing programs in KSAS because of their inno-

vative and challenging approaches. One notable example of our interdisciplinary curriculum is the Program in Latin American Studies (PLAS). PLAS focuses on the civilizations, populations, cultural practices, literatures, politics and nation-states within the Latin American region, therefore encompassing a wide range of disciplinary fields (modern and ancient history, literatures and the arts, social sciences, public health, development and policy making) while at the same time offering depth in regional specialization and linguistic competence (Spanish or Portuguese). Its interdisciplinary nature also allows PLAS to branch out to US-based political and cultural landscapes by engaging the rich and diverse contributions of Latin American immigrants in the US and in Baltimore. The PLAS will this year be adding a scholar of Latino Studies to its faculty, linking the study of Latin America to its diaspora in the United States.

The East Asian Studies (EAS) major is also notably interdisciplinary and interdepartmental. Its primary purpose is to introduce undergraduates to the knowledge, language skills, and research methods they will need to enter various specialized professional paths relating to China, Japan, and Korea, including but not limited to opportunities for undergraduates to pursue academic research under the close supervision of faculty. In addition to its undergraduate component, the program also offers intensive mentoring of graduate students. In some cases, the undergraduate research is carried out in the target language (this is required of graduate students). The number of EAS majors has increased substantially since the EAS Program was established at KSAS, from four majors in 1996-1997 to 49 majors in 2013-2014. The core of the program's teaching staff is made up of nine tenure-line faculty members in the History, Political Science, Sociology, History of Medicine and History of Science and Technology de-

partments whose geographical areas of specialization are concentrated in China, Japan and Korea. In addition to tenure-line faculty, EAS depends upon essential long-term instructors and staff. Generous gifts from external donors have supported visiting faculty and graduate student teaching fellows who have enriched the interdisciplinary nature of the East Asian Studies program and enhanced courses offering with classes in Asian art, East Asian religions, Asian-American literature, classical Chinese, and East Asian politics. Another generous gift supported the creation of two post-doctoral fellowships—one in East Asian Humanities and one in Japanese History—that commenced in the fall of 2012. In addition to their own research, the post-doctoral fellows have taught one class each semester and have further expanded the program's course offerings, especially in the areas of Japanese history and Chinese and Japanese literature. As the EAS major has grown and the language level among undergraduates has risen, we have continued to expand the number of EAS language and non-language courses. Enrollment in EAS courses this academic year totaled 1,048, with non-language courses accounting for about 50 percent of this enrollment.

Although the EAS program does not offer graduate degrees, it has since 2008 actively sought to support the teaching and research activities of graduate students in history, sociology, political science, and anthropology who work on topics related to East Asia. This expanding group currently includes 30 doctoral students. In addition to the aforementioned teaching fellowships, EAS offers a small-grant program to support graduate and undergraduate research in Asia and participation in professional conferences provides workshops for advanced graduate students affiliated with the program to present their dissertation proposals and chapters.

The breadth and depth of international pedagogy at Johns Hopkins is already significant. Nevertheless, we do face real challenges. Because we operate in a globally interconnected world, we have been seeking to find ways to create new linkages among our various area studies departments and centers/programs. Currently, we are pursuing the possibility of an Institute for International and Comparative Studies that would join international studies under a single administrative framework by bringing the centers and programs into a common space (the 2nd floor of Mergenthaler Hall) and encourage greater cooperation and thematic exploration across several regional areas. The recent co-location of three of programs—EAS, Africana and ISP—in an office suite in Mergenthaler Hall is one tangible step in this direction. The acquisition of funding for FLAS fellowships and an eventual application for National Research Center status in 2018 would help us significantly in knitting our programs and pedagogical offerings together in a more coordinated fashion.

D. (i) Non-language faculty. (See faculty appendix and Criteria III and VI)

D. (ii) TA training. All departments require graduate student TA training. During the week before the start of fall semester, all first-time KSAS TAs attend a mandatory graduate teaching training workshop that is held in conjunction with the Whiting School of Engineering on the Homewood campus. Additionally, all departments require some form of discipline-specific graduate student TA training that is provided by faculty and experienced TAs within the individual departments. This may include workshops, practicums or methodology courses. It always involves faculty supervision, mentorship and evaluation. Finally, some departments require their students to enroll in workshops and courses outside their departments. The English Department, for example, requires sev-

eral of its graduate students each year to attend training workshops offered by the JHU Program in Expository Writing, where they learn teaching and mentoring techniques suited to effectively teaching undergraduate students how to write essays that make and support academic arguments.

CRITERION 4. Quality of Language Instructional Program

A total of 13 modern languages are offered at the Johns Hopkins Homewood Campus. Instruction for modern languages is provided within two academic units: the Department of German and Romance Languages and Literatures (GRLL) and the Center for Language Education (CLE). Languages with a literature and/or culture component with associated majors or minors are hosted in GRLL (6 languages—French, German, Italian, Portuguese, Spanish, Yiddish); all other languages (all Less Commonly Taught Languages or LCTLs) are taught in the CLE (7 languages—Arabic, Chinese (Mandarin), Hebrew, Hindi, Japanese, Korean and Russian). Partnering with International Studies, GRLL has developed a special track/focus area titled “Germany in a Globalized World” which provides students the opportunity to pursue a double major (or minor) in ISP and German.

A. (i) Language offerings. In addition to German and Italian, two of the great literary languages of western civilization, GRLL offers programs of study in three global languages: French, Portuguese and Spanish. Many students study these languages to prepare for careers and academic research outside of Europe—in Africa, South America and Southeast Asia most importantly. Language courses offered in GRLL are generally of two sorts: 1) language courses, and 2) culture and literature courses. During Fall

2013 and Spring 2014, GRLL offered a total of 150 language courses in six languages (French, Spanish, Italian, Portuguese, Spanish and Yiddish). The department offered 111 culture and literature courses in a mix of 6 different languages (French, German, Italian, Portuguese, Hebrew and Spanish). These courses are not offered in equal numbers: In Fall 2013, GRLL offered 81 language and 48 culture & literature courses. In Spring 2014, it offered 69 language courses and 63 culture & literature courses. CLE offers an average of 40 language training courses each term.

At the Homewood campus, GRLL students have unique opportunities to combine cultural immersion with intensive language training through study abroad programs in all languages but Yiddish during the fall and spring terms, intersession period and summer. At the Center for Language Education, students have the opportunity to study seven LCTLs and priority languages: Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin Chinese, and Russian. Students' motivations for seeking training in these languages are diverse, ranging from future employment to graduate area studies. Most of the CLE-offered languages interface closely with our area studies programs, such as Africana Studies, Islamic Studies, Near Eastern Studies, and East Asian Studies.

A. (ii) Enrollments. Despite a downward trend nationally, enrollments at Johns Hopkins remain robust, with almost a third of the total student body taking courses in an international language. Total annual enrollments for 2012-13 were 2480, with 2416 undergraduate and 66 graduate enrollments in language courses offered in GRLL and CLE (see course appendix and Table 2 below).

Table 2. JHU Language Enrollments, 2012-13

2012-13 GRLL ENROLLMENTS

Language	Elements UG	Elements GRAD	Intermediate UG	Intermediate GRAD	Advanced UG	Advanced GRAD	TOTAL
French	93	0	144	7	101	0	345
German	80	0	65	6	37	21	209
Italian	60	0	66	3	21	0	150
Portuguese	117	0	15	0	4	0	136
Spanish	199	0	261	0	314	0	774
Yiddish	7	0	0	0	0	0	7
TOTAL	556	0	551	16	477	21	1621

2012-13 CLE ENROLLMENTS

Language	Elements UG	Elements GRAD	Intermediate UG	Intermediate GRAD	Advanced UG	Advanced GRAD	TOTAL
Arabic	73	1	33	1	4	0	112
Chinese	333	0	31	4	15	0	383
Hebrew	31	2	17	0	0	0	50
Hindi	52	4	8	2	0	0	66
Japanese	84	6	18	0	18	0	126
Korean	52	0	28	1	0	0	81
Russian	29	4	4	4	0	0	41
TOTAL	654	17	139	12	37	0	859

B. (i & ii) Advanced language training. GRLL offers three or more years of instruction in French, German, Italian, Portuguese, Spanish and Yiddish. Besides the full sequence of “elements – intermediate – advanced,” GRLL offers an impressive series of language courses for the professions (e.g. German for Science and Engineering, Business German, Spanish for International Relations, Medical Spanish). In addition to that, 20 literature faculty teach thematic culture and literature courses in foreign languages. GRLL also offers intensive summer courses for graduate students to provide them with reading knowledge in German, French, Italian and Spanish.

CLE instruction is specific to each language and includes courses in the 1st, 2nd, 3rd and 4th year levels. (However, note that the “year” labels are not directly associated with Beginning, Intermediate and Advanced. For example, the course content in 3rd-year Japanese is Intermediate-to-High based on the ACTFL Guidelines. In short, however, courses in the 1st and 2nd year of instruction can be considered elementary/basic, 3rd as intermediate or high, and 4th as intermediate-high or advanced. A common understanding across all of these programs is that basic grammar is covered in the first two years of language instruction with some adjustments depending on the particular language. All seven languages offer at least three levels of instruction. Arabic and Japanese offer up to 4th year level, and Chinese will offer a 5th year level starting fall 2014.

In addition to the professionally-oriented language training courses discussed above, there are a large number of culture and literature courses offered in GRLL and CLE in languages other than English. There are also courses such “*Les écritures contemporaines aux confins des genres (Contemporary French Writing Beyond the Genres)*,” which attempts to provide students not only competence in French but a knowledge of content that is not bound to foreign language and literature. GRLL also offers a series of courses as part of its Community Based Learning Program geared toward language teaching in the K-12 environment. Hopkins has not yet developed a Language Across the Curriculum program, but we plan to do this in the near future.

C. (i) Supporting faculty. GRLL is staffed with linguistics and modern languages faculty recognized for innovative contributions to language pedagogy (see faculty appendix). The GRLL faculty are shaping language instruction nationwide with their instructional materials, textbooks, training, and placement of graduate students. The de-

partment's language faculty includes 3 Teaching Associate Professors and 16 Lecturers (excluding teaching assistants). Joining language to literature, students pursuing the languages taught by the department can continue their language of study by taking courses in the literature of their language choice, including the option of enrolling in courses and sections of courses in which the studied language (only) is employed in the classroom.

CLE offers languages that encompass all major regions of the globe. The Center includes a total of 15 faculty: one Teaching Professor (Director), one Senior Lecturer (Hindi), two Adjunct Assistant and Associate Professors from Goucher College (Russian), and 10 Lecturers. All full-time faculty teach 12 contact hours per week without teaching assistants. CLE classes, like most academic courses offered at JHU, therefore include instruction by specialists with an MA or Ph.D. and small class size emphasizing rigorous lectures and student-centered conversation classes.

C. (ii) Pedagogy training. GRLL provides language instructors with extensive training in language pedagogy and offers professional support, supervision and guidance as well as access to multimedia resources. To keep up with the dynamic field of language pedagogy and training, the Language Program Directors attend annual conferences, participate regularly in training activities and publish in their areas of expertise. Acquired knowledge is shared with a group of coordinators who, in turn, collaborate with the directors to provide weekly training sessions, supervision and professional guidance to graduate students and lecturers. The program directors also offer training via a series of workshops (at least 5 per year), designed for graduate students and lecturers, that are aligned with meetings, class observations and personalized training as

needed. The objectives of this training are to: Recognize the essential theories behind second language acquisition (SLA); Identify primary processes related to SLA; Differentiate between the most widely recognized teaching methodologies; Become familiar with lesson plan design and be able to apply at least one of the models presented; Use technology in the classroom in a useful and meaningful way to support the student's learning process; Develop assessment rubrics to measure students' performance; Build a classroom community; and Form a life-long habit of self-reflection, i.e. evaluating oneself as both teacher and learner.

The CLE for its part also provides language instructors with extensive training in language pedagogy through workshops and conferences conducted by its director, Professor Yuki Johnson. Since 2009, a total of 19 professional development and training workshops have been conducted. Over the last five years, teaching methodologies have been dramatically updated from conventional grammar translation and audio-lingual methods to a more rigorous and up-to-date semi-communicative approach. Through the workshops, the CLE instructors have come to a consistent understanding and practice regarding proficiency-oriented instruction and create a positive, effective learning environment for students. CLE instructors are thus well equipped with the theories and practice of foreign language instruction as well as computer and media technology.

D. (i) Performance-based instruction. The concepts of proficiency and authenticity serve as the organizing principles for Johns Hopkins' instructional approaches. Faculty are well acquainted with the ACTFL guidelines as well as the concepts of "Proficiency" versus "Achievement" combined as compatible assets, rather than notions in opposition. Exams given during the term are based on the content covered in previous

lessons, which are considered “achievement tests.” If the approaches employed are “Proficiency-Oriented,” then student performance is determined in terms of Proficiency level as in the ACTFL Guidelines. Though various criticisms of such guidelines have been advanced, since ACTFL is the most broadly recognized standard for college level language instruction, adoption of its Guidelines is a common procedure for many language programs across North America. Strategies and procedures of oral examination are often based on the Oral Proficiency Interview (OPI) developed by ACTFL, and students’ authentic use of the language is assessed using the ACTFL Guidelines ratings. The Hopkins language programs therefore endeavor to empower students with an ability to perform using the target language in authentic situations and environments.

The Spring 2014 external review of our Arabic language program determined that the pedagogical techniques employed fell short of ACTFL guidelines for performance-based instruction. Because we had repeatedly encouraged our Arabic-language Lecturers to improve their teaching techniques without any improvement in performance, we followed the recommendation of the external review and terminated them. We have just hired two new lecturers to replace them (Sana Jafire, Baraa Rajab). We are also seeking ways to link the CLE instruction in Arabic to a tenure-line faculty member to be appointed in Near Eastern Studies in the next few years. This faculty member would offer higher-level, academic training in the reading of specialized Arabic language texts (such as archives, manuscripts, in different varieties of Arabic and in different paleographies). We anticipate that FLAS funding will allow us to complete transforming our Arabic instruction into demanding, first-rate instruction by providing sufficient number of Arabic language students at the higher level to justify this hire. Because the other lan-

guages offered by CLE meet the highest standards, we look forward to soon having students trained to the same level of excellence in Arabic as they are in Mandarin Chinese, Japanese, Korean, and Hindi.

D. (ii) Resources. Johns Hopkins is equipped with the most up-to-date technology and multimedia support throughout campus. Students typically access media, learning materials, and other course materials using their laptops (access provided through our library's and CLE's subscriptions to electronic services—see Criterion 5) or via campus computing labs. The language programs present ample materials freely accessible to students, and language faculty are equipped with up-to-date technology related to language instruction as well. The availability of the technology combined with the technological savvy of the educators creates an effective environment for language learning and facilitates a high quality program.

D. (iii) Language proficiency requirements (what is the quality of the language program as measured by language proficiency requirements?). JHU does not have a general language requirement. Some departments/programs, however, require students to study languages up to the advanced (3rd year level in CLE) or intermediate (2nd year level in CLE) level. These departments include: International Studies, East Asian Studies, Africana Studies, Writing Seminars, Cognitive Science, History of Science, Political Science, and our soon-to-be implemented interdisciplinary major in Medicine, Science, and the Humanities.

CRITERION 5. Strength of Library

A. (i) Strength of holdings. The Johns Hopkins University Libraries (JHU) provides a rich set of resources to support the research and teaching of the institution's multiple divisions. The Libraries consistently rank in the top 30 of the Association of Research Libraries (ARL) Investment Index and total library materials expenditures ranking. While the collection has exceptional strengths in the STEM fields, our collections for the humanities and social sciences have kept pace with the demands of those fields. 622,000 volumes of our total collections cover Western European languages; 29,000 on Eastern Europe; 16,000 on Chinese, Japanese or Korean; and 6,000 on Hebrew and Yiddish. The libraries have maintained long standing contracts with vendors for German, French, Italian, Spanish, Latin American, Russian, and Hebrew and Yiddish materials. Strengths include, but are not limited to Chinese History, particularly from the Ming and Qing dynasties, Contemporary China, especially the Republican Era (and particularly in the fields of sociology, political science and economics), and Chinese Medical History, a very unique area for JHU (an example of this is a recent purchase of the complete run of *Bo Yi Hui Bao*, the *China Medical Journal* 1887-1907). Our holdings in Boccaccio are particularly strong including editions of both *De casibus virorum illustrium* and *De Claris mulieribus* and other 16th century Italian editions of his works.

Additional strengths include German literature and drama, Spanish drama, and the history of the book. The Libraries have one of the most extensive collections of surrealist journals in North America. We also are fortunate to have received the collection of the renowned Yiddish linguist scholar Itsye Mordkhe Schaechter whose collection crossed many subject areas. Collecting areas in Middle Eastern and Islamic Studies

are growing. Our two unique Special Collections Libraries, the George Peabody Library and the Garrett Library at the Evergreen Museum, provide a rich and extensive collection of rare books and manuscripts in all areas of study.

A. (ii) Institutional support for acquisitions and staff. Our budget allocations do not segregate out foreign language material so the numbers provided are an estimate. Johns Hopkins spends approximately \$575,000 on foreign language acquisitions annually (see Table 1); this, however, does not include what we refer to as opportunity purchases that arise when unique collections become available, such as a recent acquisition of the Dr. Elliott and Eileen Hinkes Collection of Rare Books in the History of Scientific Discovery, which focus on those rare “eureka” moments in scientific discovery. Foreign language material is primarily collected by the humanities librarians and in particular the librarian for German and Romance Languages. However, foreign language material is also collected heavily by the librarians for History, History of Science, Art History, East Asian Studies, Film Studies, Philosophy, and the curators for rare books and manuscripts. Salaries for these librarians total \$595,000. The JHU Technical Services department devotes considerable staff to acquiring, licensing and providing access to foreign language materials.

B. (i) Access to outside resources. No library stands on its own in today’s world. JHU has joined Borrow Direct (Ivies plus libraries), which extends our collection to some of the broadest and deepest academic libraries in the world and access to over 40 million volumes. JHU is a member of CIRLA the Chesapeake Information and Research Library Alliance which provides reciprocal borrowing privileges with George Washington University, Georgetown University, Howard University, National Agriculture

Library, Smithsonian Institution, the University of Delaware and the University of Maryland. The JHU libraries are members of the Northeast Research Libraries Consortia, Association of Research Libraries and Digital Library Federation. JHU subscribes to OCLC and is an OCLC Research Partner. JHU has extensive collection of databases and online resources with over 1,000,000 eBooks available to patrons. JHU is one of the partners in the Roman de la Rose, a joint partnership with the Bibliotheque nationale de France and the Christine de Pizan Digital Scriptorium, a partnership with the University of Waterloo's MARGOT project and the Bibliotheque nationale de France.

B. (ii) Accessibility. All JHU Libraries with the exception of the Gibson Library at the Applied Physics Laboratory are open to the public and accessible to the handicapped. Library websites comply with the American with Disabilities Act guidelines. We provided a tiered reference model for patrons with specialist librarians answering in-depth research questions. We provide an extensive instruction program providing over 900 classes annually, from quick "get to know the library" classes to in-depth, for-credit courses. Hopkins' Scholarly Communications group has worked to bring the issues of open scholarship to our community. JHU has been a leader in Data Curation and Conservation development, helping to ensure access to scholarly data in the future. JHU is a member of HathiTrust Digital Library further ensuring access to materials both to our patrons and to help support open access to our cultural record. JHU was one of the earlier signers to SCOAP3, a global particle physics open access partnership.

CRITERION 6. Quality of Staff Resources

Johns Hopkins' faculty are leaders in the humanities and social sciences, in the sciences and engineering, and top scholars in both professional and applied fields. The FLAS initiative at Johns Hopkins will be led by Pier Larson, Vice Dean for Humanities and Social Sciences with responsibility for international programs within KSAS, and Sydney Van Morgan, incoming Director of the International Studies Program (beginning July 1, 2014).

A. (i) Staff qualifications. Of our 120 faculty with International expertise, JHU KSAS possesses 103 "core" IS faculty (International specialization \geq 50 percent) who hail from more than 15 departments. Furthermore, over 61 percent of the core IS faculty at Johns Hopkins are tenured, and the vast majority hold PhDs or the equivalent in their fields. (See faculty appendix).

Pier Larson (#61 and project PI) is an historian of Africa with teaching specializations in east and southern Africa, France's African and Indian Ocean empires, and slavery and the slave trades. ISP Director Sydney Van Morgan (#109) holds a Ph.D. in Government from Cornell University and has taught courses on European comparative political sociology. She is the primary advisor for the undergraduate major and administers the ISP fellowship programs (including, in the future, FLAS). She is highly knowledgeable in the area of LCTL program development and implementation and has administered Title VI grant projects in the past.

Our programs encompass internationally-known IS faculty such as—to name only the most obvious—Beverly Silver, Rina Agarwala, and Ho-Fung Hung in Sociology; Michael Hanchard, William Connolly, and Kellee Tsai in Political Science; Tobie Meyer-

Fong, William Rowe, Marina Rustow, Gabrielle Spiegel, and Gabriel Paquette in History; Olivier Jeanne, Ali Khan, and Edi Karni in Economics; and William Egginton, Christopher Celenza, and Jacques Neefs in German and Romance Languages and Literatures (listed in faculty appendix in alphabetical order).

A. (ii) Support for professional development. Johns Hopkins has generous programs for faculty and staff development. All tenured and tenure-line faculty at Johns Hopkins (and some who are not) receive annually renewable Faculty Research Budgets from which they can finance research and conference travel expenses, including professional development opportunities.

Nearly two-thirds of eligible Johns Hopkins University faculty and staff participate in the extensive professional development opportunities offered by Johns Hopkins to improve core competencies, enhance job performance and encourage personal growth. Faculty and staff can choose from a large catalog of instructor led or self-guided courses in broad categories or specific topics of interest; among them are information technology, clinical, leadership and management, training, and many more. Also available is a 24/7 Skillsoft online learning library containing thousands of learning resources with areas of interest to all faculty and staff, including courses to help achieve or maintain professional certifications. Within the Skillsoft library is more than 35,000 books, videos and audio books on just about any topic, including business, IT, finance, etc.

Johns Hopkins University also offers eligible faculty and staff both tuition reimbursement and tuition remission programs to further their educational development. Tuition reimbursement pays 100 percent of part-time undergraduate tuition costs for courses taken for academic credit outside Johns Hopkins, while tuition remission

pays up to 100 percent of part-time credit and non-credit courses offered through the continuing education unit of one of JHU's academic divisions. Outside courses, conferences, and seminars may also be covered if required for the employee to maintain a job-required professional certificate or license regulated by the State Licensing Board.

A. (iii) Commitment to teaching. The usual course load for KSAS faculty members in the humanities and social sciences is 2 courses per semester. Teaching is strongly valued as a core part of the mission of the research institution; ALL courses are evaluated each semester and feedback provided to professors and instructors. Course evaluations also play an important role in promotion decisions and in annual evaluations for salary increases. All faculty are required to advise students, both undergraduate and graduate, and are assigned students by their respective departments.

Within the International Studies program, students are appointed an academic advisor from among the teaching faculty once they declare the major. Students pursuing one of the specialized tracks will receive a double major in International Studies and in the affiliated department or program, and benefit from having a faculty advisor in the affiliated department or program.

B. Interdisciplinary governance. Interdisciplinary faculty governance has long been a hallmark of Johns Hopkins KSAS. At the Homewood campus of Johns Hopkins all appointment, promotion and tenure decisions, together with high-level academic policy, are determined by a body of 12 peer-elected full professors from the various parts of campus (natural sciences, humanities, social sciences, engineering), then subject to the review of the Provost, the President and the Board of Trustees. Johns Hopkins is rather unique in this arrangement, as committees appointed by deans in other institu-

tions of higher education typically exercise the equivalent functions to our Academic Council. In addition to the executive functions of the Academic Council, the faculty at the Homewood campus of Johns Hopkins are constituted in a Faculty Assembly that typically meets twice a semester to discuss issues of importance to the faculty. Most of the interdisciplinary Centers and Programs on campus are run by directors, who receive oversight, advice, and instruction from advisory boards staffed by faculty, staff from Academic Advising, members of the library staff, and in some cases also students.

C. Non-discriminatory practices. JHU adheres to all local, state and federal anti-discrimination laws in employment and provision of benefits. Recruitment and retention efforts actively seek applications from historically underrepresented populations such as racial or ethnic minorities, women, persons with disabilities, and older candidates. (See GEPA documents.)

CRITERION 7. Impact and Evaluation

A. Not applicable to FLAS-only applicants.

B. Equal access. Equal access to educational opportunities is not only part of the Department of Education's mission "to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access," but is an explicit component of the FLAS program's regulations. Like the Department of Education, Johns Hopkins is fully committed to making programs and facilities accessible to participants with disabilities and from disadvantaged and minority groups. To be sure, Hopkins is already a diverse community: people here bring with them not only their connections to social and ethnic groups but also their individual life

experiences. The Fall 2014 freshmen class arriving on the Homewood campus (KSAS and the Whiting School of Engineering) will likely be the most ethnically and racially diverse class in the history of the University. Twelve (12) percent of admitted freshmen who applied to begin in Fall 2014 self-identified as Black, Hispanic, Native American and Pacific Islander, while an additional 51 percent self identified as Asian, Hispanic, and International. Thirty-four (34) percent of admitted applicants self-identified as Caucasian. (We will not know the makeup of those who actually will arrive on campus until September 2014.)

From students to faculty to support staff, ours is a rich and vibrant community. But that diversity means little without inclusion. We see inclusion as active, thoughtful and ongoing engagement with each other. When inclusion works, we better understand the people around us, better understand the complex ways that individuals interact within systems and institutions, and ultimately do our best work. Johns Hopkins is dedicated to the world of ideas and that world expands exponentially as those with different experiences and points of view share their knowledge and interpretations with one another. Our commitment to diversity and inclusion reflects both a recognition of the past and the promise of the future—something owed to everyone in the Hopkins community.

The Vice Provost for Institutional Equity is the chief officer of the University in charge of promoting and directing diversity initiatives across campus. These are supported through the staff of the Office of Institutional Equity. On the Homewood campus, the Office of Multicultural Affairs (OMA) is the primary unit within Homewood Student Services that seeks to foster and create a multicultural community and general atmosphere of diversity awareness and celebration on the Homewood campus. The OMA is

particularly committed to enhancing the educational experience of students from underrepresented populations while also enriching that of all our students. Additionally, the OMS strives to create an environment that reflects the multicultural nature of all Hopkins students. OMA programs are designed to support -- and challenge students. The Office provides opportunities for students to engage in multicultural initiatives, celebrations and educational programs; community service; mentoring, and academic support. The OMA's Multicultural Affairs Student Center (MASC) is a hub where students participate in events, engage in dialogue, study or just relax. The MASC regularly hosts social interactions between faculty and administrators with students from underrepresented minorities. Together with the OMA and the MASC, the Office of LGBTQ Life, founded in Fall 2013, provides support, education and advocacy around LGBTQ issues to members of the Hopkins community. The office provides a central networking place for LGBT people and their allies. In collaboration with campus constituent groups, Office of LGBTQ Life is working toward making Hopkins a safer and more inclusive place for people of all sexual orientations and gender identities.

The Johns Hopkins Diversity Leadership Council (DLC) is the leading student, faculty and staff organization that promotes, monitors and advocates administrators at the university, including the Office of Institutional Equity, on issues related to diversity of all kinds on the Homewood campus and other campuses of Johns Hopkins. Comprised of students, faculty and staff from all divisions of Johns Hopkins, the DLC works to help Hopkins achieve its goals of diversity and inclusion. Together with the DLC, a host of student organizations that advocate around ethnic, national, cultural, racial, and sexual

identity issues (and whose membership is open to all) help to enhance and promote diversity on campus.

The International Studies program regularly engages with diversity groups on campus. Events and activities are publicized specifically to minority groups on campus, such as to the Black Faculty and Staff Association and the Black Student Association. Going forward, these efforts will be expanded.

C. (i) Evaluation plan for 2014-18. The Krieger School of Arts and Sciences is committed to excellence in program evaluation by engaging in ongoing process redesign to increase the effectiveness of our international and foreign language studies programs and to spend public monies responsibly and accountably. These efforts will be an integral part of the FLAS Fellowship Initiative. Evaluation will help us (1) justify and guide the expenditure of funds, (2) improve ongoing operations and the development of programs while they are underway, and (3) measure final impacts and compliance with program priorities.

Because we are applying for funding for FLAS Fellowships only (without NRC designation), our evaluation efforts will concentrate on the FLAS Fellowship competition process and outcomes for recipients. Specifically, Hopkins's International Studies Program will:

1. Adhere closely to all International and Foreign Language Education (IFLE) reporting requirements mandated through the International Resource Information System (IRIS). IRIS provides a critical database of information that will permit ISP to assess, for example, the proficiency of FLAS fellows in listening, speaking,

reading and writing their foreign language of study. This information will, in turn, provide valuable feedback about the quality of our language training programs.

2. Implement a biennial survey of FLAS alumni cohorts (sent to FLAS alumni every two years over a period of at least eight years), as mandated by sec. 601(d) of the Title VI legislation. A version of this survey will also be sent to all graduates of the ISP program in order to collect data on postgraduate employment, education and international activities of all our students.

In addition to these primary evaluation activities, we will be working with the School of Education's Center for Research and Reform on Education (CRRE) evaluation program. The CRRE will not only evaluate how ISP is doing in reaching the desired impacts indicated in this proposal, but also to recommend changes in both our ways of measuring impacts and the nature of the information we are collecting. Working with an independent evaluator will also help us to set benchmark measures that can be revisited on a regular basis. Information from the independent evaluation will be communicated to KSAS and the Department of Education.

In developing our evaluation protocols, we will pay close attention to the FLAS GPRA measure: "the percentage of FLAS-graduated fellows who secured employment that utilizes their foreign language and area studies skills within eight years after graduation based on a FLAS tracking survey." On this dimension, the International Studies Program already has an excellent reputation and track record. The IS major provides students with the analytical tools, international academic background and global experience to be competitive in an increasingly international workplace setting. According to data from the Hopkins' Post-Graduate Survey (PGS), more than half of 674 IS gradu-

ates are in paid employment within sixth months of graduation, many in international fields and/or working abroad. Many have gone on to specialized graduate programs or law school, and have pursued careers in international law, government service, finance, consulting, and many more. During the college years, many International Studies majors complete internships with government agencies or international businesses, law firms or industrial development specialists.

Going forward, we will track these outcomes more systematically. Hopkins currently tracks students at 6 months, 5 years and 10 years post-graduation. We expect to build our biennial surveys of FLAS-recipient graduates by expanding and building on our current PGS data gathering (see below). We will also implement new programs to assist students in transition from undergraduate education to post-graduate employment. Specifically, we will:

1. Partner with Career Services to offer job-hunting workshops, employment fairs and employer site visits that will bring potential employers into contact with students;
2. Capitalize on our worldwide alumni network to help students secure internships;
3. Offer new non-credit professional development seminars to assist IS students in marketing their international studies and language skills, particularly in areas of national need.

Data on the effectiveness of these activities will be collected from multiple sources so that we may engage in a 360-degree process of program evaluation. Effectiveness will be measured both in terms of employment, and other post-graduate outcomes, but also

in terms of promoting the behaviors that contribute to occupational attainment and job performance success.

C. (ii) Recent evaluations. Johns Hopkins' International Studies Program has used past evaluation results and findings to inform its strategic and operational decision-making. In 2012, KSAS Dean Katherine Newman commissioned an external review of ISP. The report of the external reviewers recommended that KSAS should: 1) continue to strengthen the leadership of the ISP program; 2) "creat[e] a more genuinely interdisciplinary or multidisciplinary educational experience [along with] opportunities for students to go into more depth in developing expertise on various facets of international studies" and 3) revise the program advising system in order to disperse advising responsibilities among more departments (in the past this has been heavily concentrated in Political Science).

The Krieger School and the International Studies Program have responded to each of these recommendations. First, KSAS recently hired a new full-time Director of ISP. Sydney Van Morgan has a Ph.D. in Government and has extensive knowledge of international studies administration and academic program development, including nine years of experience as the coordinator of Title VI NRC and FLAS programs at Cornell University. Due to the lack of a permanent and full-time director, the ISP has relied heavily on an advisory board of faculty, administrators and students in the last three years. Many of these individuals would like to return to their research, so Van Morgan plans to rejuvenate the board by drawing in a significant contingent of new faculty advisors, many of whom are among those faculty hired in KSAS over the last five years. To address the second recommendation, ISP has developed a number of interdisciplinary

tracks that spotlight international studies outside of Political Science and also permit students to develop targeted specializations in thematic areas. A prime example is the Global Social Change and Development (GSCD) track mentioned above. These new interdisciplinary tracks have also been integral in addressing the third recommendation of the external review committee because they encourage IS majors to seek faculty advisors in several departments—History, Sociology, Anthropology, and German and Romance Languages and Literatures. These measures have been very successful. The GSCD-ISP double major, for example, has already attracted 26 majors and is likely to add another 25 in the coming year.

In the spring of 2014 the KSAS Dean also initiated an external review of the Arabic language program at Johns Hopkins, about which both faculty and students had expressed concerns. The external review determined that Arabic language pedagogy within the Center for Language Education was not in keeping with the performance-based learning standards that are the guide for other languages offered in that unit. Students completing three years of Arabic language study were not meeting learning goals appropriate to three years of study. The external review recommended termination of the Arabic language Lecturers and replacement, plus the hiring of a tenure-line faculty member in the Department of Near Eastern Studies to work with advanced Arabic language students on the study of Arabic language manuscripts from various parts of the Arabic-speaking and -writing world. As a result of this review and set of recommendations, Johns Hopkins has terminated the Arabic Lecturers and is in process of hiring new ones trained to appropriate standards. In conjunction with FLAS funding that would support students studying Arabic language manuscripts, we anticipate adding a tenure-

line professor in Near Eastern Studies to work with students departing the highest levels of Arabic language training in the CLE.

Although much progress has already been made, ISP will continue to expand these efforts to strength the program's leadership, interdisciplinary training and advising capacities. We aspire to new initiatives, like the Foreign Language and Area Studies Initiative, which represent exciting new opportunities for growth and improvement at Johns Hopkins.

D. Supply of specialists. The post-graduate employment outcomes of students from Johns Hopkins are careful tracked through periodic administration of surveys and follow-up questions (see above). Our data collection reveals that students graduating from Johns Hopkins have an especially strong record of placement. Our most important instrument is the PGS. We begin surveying undergraduates regarding their primary activity after graduation in June. We email all the students to gather job placement and graduate school information for 6 months after graduation. The Class of 2013, for example, was contacted from June 2013 through November 2013. We usually have an initial return rate between 65-70 percent on the survey's we email to our former students. We then call new alumni to increase the response rate. We use Campus Labs to administer surveys so each student has a specific ID number to avoid duplicates. Our Placement Office revisit the data each spring. We also survey our alumni on their current employment situation at years 5 and 10 after graduation.

We typically aggregate our 6-month placement data on a 5-year moving average, which means that our placement data incorporates the five most recent graduating classes. For example, the KSAS graduating classes of 2009 to 2013 comprise our most re-

cent 6-month placement dataset. Of 674 students who graduated from Spring 2009 to Spring 2013 with degrees in ISP and related humanities and social science majors—exactly 300 of these students were ISP majors—435 (65 percent) were in full-time employment or in other full-time positions (military, volunteer) and 129 (19 percent) were attending graduate or professional school or holding full-time scholarships by November in the year of their graduation. Thirty-two (32) of the employed students, or 5 percent, were working outside of the United States six months after graduation. Forty-one (41) of the students, or 6 percent, were working for the federal, state or local governments. Only 67 students (10 percent) were still actively seeking employment six months after graduation. Students trained at Johns Hopkins are therefore on track for quick placement into a variety of jobs in business, industry, government and education, including employment overseas, and Johns Hopkins has accumulated significant experience in tracking the employment outcomes. We will use this experience to biennially monitor the recipients of FLAS fellowships for at least a decade.

E. Not applicable to FLAS-only applicants.

F. (i & ii) Areas of national need. To ensure that our students develop skills in areas of national need, we will closely track the career trajectories of students who have received FLAS funding from ISP. PGS data already indicate that a significant number of ISP graduate enter careers in line with the security needs of the United States. In addition to several Peace Corps placements, students have gone on to positions with NGOs (World Vision International, Clinton Global Initiative); local, state and federal government (Office of Massachusetts Governor Deval Patrick, US Department of State); and public policy and research institutes (Center for Hemispheric Defense Studies).

CRITERION 8. FLAS Awards Selection Procedures

We anticipate that the Foreign Language and Area Studies (FLAS) Fellowship program will become the centerpiece of our student funding program and our most powerful tool for leveraging additional resources and support for our multi-faceted foreign language and international studies activities. FLAS fellowships will contribute significantly to the recruitment of language and area studies undergraduate students into the International Studies Program and related programs. The program also presents the opportunity to expand our activities to graduate students and will draw the ISP closer to the area and thematic international studies Programs and Centers on campus.

A. (i) Publicity. Publicity of the FLAS Fellowship Initiative will begin during new student orientation in the fall, which includes events for both undergraduate and graduate students. In early November, we will widely advertised the Call for FLAS Fellowship Applications in campus publications and on calendars and websites as well as via e-lists to relevant groups, such as Directors of Graduate and Undergraduate Study and permanent staff in academic departments across campus. Posters and other informational materials will also be prominently displayed across campus (see sample poster) on bulletin boards and electronic notice boards. Eligibility requirements: "Shows potential for high academic achievement based on such indices as grade point average, class ranking, or similar measures that the institution may determine; Is enrolled in a program of modern foreign language training in a language for which the institution has developed or is developing performance-based instruction."

A. (ii) Deadlines (how will each step in the process take place?). Fellowship applications will be due on February 15, 2015 (and on Feb 15 in each subsequent year). We are presently developing an on-line application submission system that will be administered by ISP. Applicants will be required to submit a project proposal and three letters of recommendation. The fellowship selection process will begin as soon the competition deadline has past and the submission system has closed. The Director of ISP, in consultation with the Vice Dean and the Advisory Board, will create an award committee composed of two international studies faculty and one language specialist. The ISP Director and Vice Dean will serve only in an advisory capacity to the committee. Fellowship decisions will be announced in mid-March.

A. (iii) Priorities. It is critical that the fellowship selection committee be fully informed of the program priorities and the Department of Education's mission "to meet the nation's security and economic needs through the development and maintenance of a national capacity in foreign languages, and area and international studies." We will seek a diversity of students proven records of 1) academic excellence and seriousness of academic program being pursued, 2) financial need, 3), expressed desire to seek employment utilizing foreign language skills acquired, and 4) interest in careers in public service or others areas of national need. In addition, we will prioritize students studying one of the eight LCTL and priority languages offered at Johns Hopkins. For minority and financially needy candidates, however, all languages will be eligible. As per IFLE's rules, for UG FLAS, we will consider only intermediate and advanced LCTL applicants.

B. Application procedures. The FLAS application and website will include detailed information on US/ED requirements and due dates. Faculty will review the appli-

cation form, transcripts, test scores, three letters of recommendations, and the statement of purpose outlining the necessity for language training in the proposed program of study.

C. (i) Application review. Hopkins will follow strict evaluation guidelines. Based on the identified languages and disciplines, the ISP Director and Vice Dean compose a qualified and objective review committee with expertise in relevant areas, including language specialists. The ISP Director provides guidance to the review committee to ensure that federal guidelines are strictly followed. Applications are reviewed in late February; awards are announced in mid-March.

C. (ii) Selection criteria. Applications will be ranked according to the quality of the study plan, its potential importance to the field, grades in both language and area courses, and letters of recommendation. In accordance with the FLAS Competitive Priority 1, will give preference to students who demonstrate financial need and then, after that, to students from historically underrepresented groups or who are enrolled in professional schools. Students must take language courses for full credit, meet the standards of our performance-based curriculum and fulfill all reporting requirements.

For summer FLAS, we will continue to give favorable consideration to students committed to studying priority languages. Summer students are directed to fully accredited programs approved by the Department of Education. FLAS recipients will be informed of their award upon receipt of US/ED approval. The ISP Director and Grant Coordinator will meet with all FLAS recipients on a regular basis to ensure that students are enrolled in the appropriate type and number of courses.

CRITERION 9. Competitive Priorities

FLAS Competitive Preference Priority 1: Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA. It will be the highest priority of our FLAS Fellowship Program to make awards to students with demonstrated financial need who also show potential for high academic achievement. This need determination will be based on the students' financial circumstances and not on other aid. Need will be determined via the FLAS application process.

FLAS Competitive Preference Priority 2: Applications that propose to make 25 percent or more of academic year FLAS fellowships in any of the 78 priority languages selected from the U.S. Department of Education's list of less commonly taught languages (LCTLs). We guarantee that we will make 25 percent if not more of our FLAS awards in the following eight priority LCTL languages offered at Hopkins: Arabic, Chinese (Mandarin), Hebrew (Modern), Hindi, Japanese, Korean, Portuguese, and Russian.

Invitational Priority: Applications that propose to award academic year fellowships in any of the priority languages used in sub-Saharan Africa, South Asia and Southeast Asia. Currently, Johns Hopkins offers courses in Hindi (South Asia) and in Portuguese (sub-Saharan Africa). In addition, through Hopkins' cooperative education program with Morgan State University, Hopkins students may take Wolof, Yoruba and Swahili. We anticipate that the availability of FLAS fellowships will help to increase the

demand at JHU for African languages and assist us to begin offering those languages in the CLE. (One of the great advantages of JHU's location in Baltimore is its proximity to several minority-serving institutions (MSIs). These include Baltimore City Community College, Coppin State University, Morgan State University, and Sojourner-Douglass College. Consequently, KSAS is uniquely positioned to address a gap in the types of institutions, faculty, and students that have historically benefitted from federal funding during the history of the Title VI Higher Education grant program.)

In conclusion, the International Studies Program of the Krieger School of Arts and Sciences at Johns Hopkins is poised to make serious advances in international education and language training. FLAS funding will be crucial to helping us 1) grow enrollments in our eight priority language programs and thereby support both our students and our language programs, 2) strengthen sub-Saharan African area and language studies by expanding access to African languages, and 3) improve our Arabic language program. With this groundwork in place, KSAS will be favorably positioned to compete successfully in 2018 for designation as a Title VI National Resource Center in international studies.

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

Because we are making a deliberate effort to reach out to and recruit from among students with diverse cultural and socioeconomic backgrounds, the project will reflect diverse perspectives and views. Throughout the program, an open and honest dialogue between faculty and students will be encouraged.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Our FLAS application process will target students with interests in careers in areas of national need such as security and diplomacy. JHU will also implement new programs to assist students in transition from undergraduate education to post-graduate employment. Specifically, we will:

1. Partner with Career Services to offer job-hunting workshops, employment fairs and employer site visits that will bring potential employers in areas of national need into contact with students;
2. Capitalize on our worldwide alumni network to help students secure internships;
3. Offer new non-credit professional development seminars to assist IS students in marketing their international studies and language skills, particularly in areas of national need.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Johns Hopkins University

Name/Title of Authorized Representative (Printed):

Mary Louise Healy

Title: Director of Research Administration

Telephone: 410-516-8617

Signature:

E-mail: mhealy11@jhu.edu

Date:


6/30/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

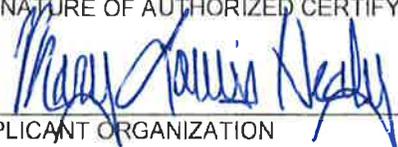
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Mary Louise Healy, Director of Research Administration, Krieger School of Arts and Sciences
APPLICANT ORGANIZATION Johns Hopkins University	DATE SUBMITTED 6/30/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Johns Hopkins University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Mary Louise"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Healy"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director of Research Administration"/>	
* SIGNATURE: 	* DATE: <input type="text" value="6/30/19"/>

PROFILES OF PROJECT-RELATED PERSONNEL

1. AGARWALA, Rina (Associate Professor, 2006)

Department/Tenure: Sociology (tenured)

Education/Academic Experience: Ph.D., Princeton University, Sociology and Demography, 2006.

2009-13 - Director of Undergraduate Studies (DUS)

Courses Taught: Issues in International Development, Migration and Development, Gender and International Development, State and Society in Modern India, Seminar on International Development.

Overseas Experience: India, China.

Languages: Hindi (fluent), Mandarin Chinese.

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: International Development, Gender, Labor, Migration, Globalization, India.

Recent Publications: 2013 - Agarwala, Rina. 2013. Informal Labor, Formal Politics, and Dignified Discontent in India. Cambridge: Cambridge University Press.

2012 - "The State and Labor in Transnational Activism: The Case of India." Journal of Industrial Relations. Vol. 54, Issue 4.

2010 - with Emmanuel Teitelbaum. 2010. "Trends in Funding for Dissertation Field Research: Why So Little Support for Political Science and Sociology?" Political Science and Politics. April, pp. 283-293.

2009 - "An Economic Sociology of Informal Work: The Case of India." Research in the Sociology of Work. Vol. 18, pp. 315-342.

Dissertations Supervised During the Past Five Years: 14

Distinctions: 2012-13 - US Department of Labor, International Labor Affairs Bureau Grant; 2011-12 - MacArthur Foundation Research Grant.

2. ALLAN, Bentley (Assistant Professor, 2012)

Department/Tenure: Political Science (untenured)

Education/Academic Experience: Ph.D., The Ohio State University, Political Science, 2012.

Courses Taught: Global Environmental Politics, Constructivism: How Ideas Shape International Relations.

Overseas Experience: Singapore.

Languages: none.

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: International Relations, Science and Politics, Global Governance, Social Theory, Global Environmental Politics.

Recent Publications:

Dissertations Supervised During the Past Five Years: 0

Distinctions: 2011 - Henry R. Spencer Award for Distinguished Teaching, OSU.

3. ALTSCHUL, Nadia (Assistant Professor, 2010)

Department/Tenure: German and Romance Languages and Literatures (untenured)

Education/Academic Experience: Ph.D., Spanish Philology, Yale University, 2002.

Courses Taught: Muslim, Jewish, and Christian Literatures of Medieval Spain, Muslim Spain: 711-1609, Introduction to Argentine Literature, Culturas y literaturas de al-Andalus

Overseas Experience: Spain

Languages: Spanish (native); Portuguese (near native); English (fluent); Hebrew (fluent); French (fluent reading, intermediate oral skills); Italian (reading of familiar topics)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish philology and literature

Recent Publications: 2013 –2013. "Race in Roman de la Rose Iconography: The case of Dangier in Bodleian Douce 195." *Digital Philology* 2.1, 1-15.

2012 –2012. *Geographies of Philological Knowledge: Postcoloniality and the Transatlantic National Epic*. Chicago: U of Chicago P.

2010 –2010. "What is Philology? Culture Studies and Ecdotics." *Philology and its Histories*. ed. Sean Gurd. Columbus: The Ohio State UP. 148-63.

2009 –2009. *Medievalisms in the Postcolonial World: The Idea of "The Middle Ages" Outside Europe*. With Kathleen Davis. Baltimore: Johns Hopkins UP.

Dissertations Supervised During the Past Five Years: 3

Distinctions: 2013 – 2018 - Nominated and elected to the MLA executive committee of the Division on Medieval Hispanic Languages, Literatures, and Cultures; 2009 -"Portrayals of Difference: Medieval Race and Ethnicity in Cross-Platform Investigation," *Digital Manuscripts Uses and Interoperation*, Andrew W. Mellon Foundation.

4. ANDERSON, Bruce (Senior Lecturer, 2010)

Department/Tenure: German and Romance Languages and Literatures (untenured)

Education/Academic Experience: Ph.D., French Linguistics, 2002, Indiana University.

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: The Sounds of French, Advanced Writing and Speaking in French, Jules Verne, Introduction à la littérature française, Literature Confronts Science: Zola, The Character Function, Advanced Writing and Speaking in French, Advanced Writing and Speaking in French II.

Overseas Experience:

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: The literature of the French Enlightenment, the relationship between science and literature, the French Revolution and its aftermath.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

5. ANDREAS, Joel (Associate Professor, 2003)

Department/Tenure: Sociology (tenured)

Education/Academic Experience: PhD, Sociology, University of California, Los Angeles, 2003

2010 - present - Associate Professor, Department of Sociology, Johns Hopkins University

2003 - 2010 - Assistant Professor, Department of Sociology, Johns Hopkins University

2011 - present - Director, East Asian Studies Program, Johns Hopkins University.

Courses Taught: Social Theory; Revolution, Reform, and Social Inequality in China; Social Problems in Contemporary China; Contemporary Social Theory; Politics and Society; Dissertation Research Seminar.

Overseas Experience: China, Australia

Languages: Chinese (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Post-1949 Chinese society; Chinese Cultural Revolution; transitions to and from socialism; comparative class systems; industrial relations in China, 1949-present; education and class differentiation

Recent Publications: 2013 – “Charisma” in David Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam, editors, *The Blackwell Encyclopedia of Social and Political Movements*, Wiley-Blackwell Publishing.

2012 – “Industrial Restructuring and Class Transformation in China” in Beatriz Carrillo and David Goodman, editors, *China’s Peasants and Workers: Changing Class Identities*, Edward Elgar Publishing. pp. 102-123.

2012. “Sino-seismology”. *New Left Review*. No. 75, pp. 128-135.

2010 – “A Shanghai Model?”. *New Left Review*. No. 65, pp. 63-85.

Dissertations Supervised During the Past Five Years: 5

Distinctions: 2011 - Winner, Book Award for Rise of the Red Engineers, Asia and Asian American Section, American Sociological Association; 2009 - Selected as an “Outstanding Academic Title” by Choice, published by the American Library Association

6. AZEREDO, Flavia (Lecturer, 2014)

Department/Tenure: German and Romance Languages and Literatures (untenured)

Education/Academic Experience: Ph.D. Applied Linguistics, Federal University of Minas Gerais, 2011

Language Pedagogy Training (language lecturers only):

Courses Taught: Will coordinate and teach Portuguese Language

Overseas Experience: Minas Gerais,

Languages: Portuguese & Spanish (fluent), French and Italian (advanced reading)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Portuguese Language training.

Recent Publications: 2014 - Azeredo and Badger, *Dynamics of Language Motivatio and Attitudes*, in press

Dissertations Supervised During the Past Five Years: none.

Distinctions:

7. BALL, Lawrence (Professor, 1994)

Department/Tenure: Economics (tenured)

Education/Academic Experience: Ph.D., Economics, Massachusetts Institute of Technology, 1986.

1989-1994 - Assistant Professor of Economics, Princeton University;

Courses Taught: Monetary Analysis, Microeconomic Theory, Advanced Microeconomics.

Overseas Experience: Scientific Advisory Board, Koc University-TUSIAD Economic Research Forum, Turkey; Co-organizer, Conference on Monetary Policy and Financial Stability in Emerging Economies, NBER and Central Bank of Turkey, Istanbul, June 2014.

Percentage of Time Dedicated to International Studies:

Research/Teaching Specializations: Unemployment, inflation, and fiscal and monetary policy.

Recent Publications: 2013 – 2013. “The Distributional Effects of Fiscal Austerity” (with Daniel Leigh and Prakash Loungani), in *The Twin Challenges of Reducing Poverty and Creating Employment*, United Nations Department of Economic and Social Affairs.

2013. “The Case for Four Percent Inflation”. *Central Bank Review*. Central Bank of Chile. with Marc Hofstetter and Nicolas De Roux.

Dissertations Supervised During the Past Five Years: 15

Distinctions: 2013 - Visiting Scholar, Bank of Jamaica; 2010-Present. Visiting Scholar, International Monetary Fund; 2000 – present - Advisory Board, *International Finance*; 2009 - present . Associate Editor, *Open Economies Review*.

8. BRENDESE, Philip (Assistant Professor, 2013)

Department/Tenure: Political Science (untenured)

Education/Academic Experience: Ph.D., Duke University, Political Theory, 2005.

2013 - present - Assistant Professor, Department of Political Science, Johns Hopkins University;

Courses Taught: Classics of Political Theory; The Politics of Memory: Race, Politics and Literature; Critical Race Theory; Race and Segregated Time; Religion, Economics and Terror; Political Freedom

Overseas Experience: Spain, France, Costa Rica, South Africa

Languages: Spanish (fluently), French (intermediate)

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: The Politics of Memory, Racial Inequality & Time, Comparative Political Theory, Critical Theory, Latino Immigration, Democratic Theory, Transitional Justice, Politics and Aesthetics.

Recent Publications: 2014 –The Power of Memory in Democratic Politics. Rochester: University of Rochester Press.

2013 - “Double Crossed by the Crossing: On the Spacio-Temporal Borders of Immigration”. *Contemporary Political Theory*. Vol. 12, Issue 3, August, 230-241.

Dissertations Supervised During the Past Five Years:

Distinctions: 2012 - Mellon Foundation, Tri-College Faculty Forum Seed Grant; 2012 - Mellon Foundation Brainstorming Grant; 2012 - Center for Peace and Global Citizenship, Research Grant, Summer; 2011 - University of Michigan, National Center for Institutional Diversity, Exemplary Diversity Dissertation Award

9. BROOKS, Jeffrey (Professor, 1990)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., History, Stanford University, 1972.

Courses Taught: Soviet-American Cold War; Russian Imagination; Tolstoy, Chagal, Pasternak; Subversive Humor; Russian Critical Theory

Overseas Experience: Russia

Languages: Russian (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Russian culture and politics 19th-20th century, Russian literature and history, Russian popular culture, Cold War

Recent Publications: 2013 – “Marvelous Destruction: the Left-Leaning Satirical Magazines of 1905-1907” in *Experiment*. Annual journal devoted to Russian Culture of the early 20th century. Volume 19, Issue 1, 24-62.

2011 – “Laughing with the Count,” in *Tolstoy and His Problems: View from the Twenty-First Century*. Ed. Inessa Medzhibovskaya. Submitted to Northwestern University Press. This will be a revised and expanded version of “Neozhidannyi Tolstoi.”

Dissertations Supervised During the Past Five Years: 5

Distinctions: 2004 - Johns Hopkins Alumni Association Excellence in Teaching Award in Arts and Sciences for 2004; 2000 - Woodrow Wilson Center, Kennan Institute, Fellow; 1988 - National Council for Soviet and East European Research; 1988 - Guggenheim Fellowship; 1985 - IREX Academy Exchange.

10. BROWN, Rebecca (Associate Professor, 2008)

Department/Tenure: History of Art (tenured)

Education/Academic Experience: PhD, University of Minnesota, South Asian & Islamic Art History, 1999.

2013 - Chair, Museum Studies, Advanced Academic Programs.

Courses Taught: Introduction to Asian Studies; The Politics of Display in South Asia; Key Moments in East Asian Politics and Visual Culture since 1850; The Harem and the Veil: Space and Gender in the Islamic World; Gender in Asian and Islamic Art; Asian Art after 1945; Colonialism and Nationalism in India

Overseas Experience: India, Pakistan

Languages: Hindi (intermediate)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: South Asian Art, 18th - 20th centuries

Recent Publications: 2013 – 2013. “Colonial Polyrhythm: Imaging Action in the Early Nineteenth Century.” *Visual Anthropology*. 26.4: 269–97.

2013. Path Breakers,” and five extended artist entries in Susan S. Bean, ed., *Midnight to the Boom: Painting in India after Independence*. New York: Thames & Hudson and the Peabody Essex Museum. 77–81; 82–85; 92–95; 110–13; 160–65; 170–75.

Dissertations Supervised During the Past Five Years: 4

Distinctions: 2012 - AIISS Thematic Conference Grant, co-organizer; 2008 - Leverhulme Trust Research Grant

11. CALDER, Ryan (Assistant Professor, 2014)

Department/Tenure: Sociology (untenured).

Education/Academic Experience: Ph.D., University of California, Sociology, Berkeley, 2014.

Courses Taught: Introduction to Islamic Studies, Islamic Finance

Overseas Experience: Dubai, Malaysia, United Kingdom, Vietnam

Languages: Arabic (intermediate)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Sociology of Islam, Sociology of Finance, Islamic law and jurisprudence, political sociology, comparative historical method

Recent Publications: 2011 – 2011. “Life Lessons: How are Children in Benghazi Coping with War,” Foreign Policy. April 15.

2011 - “An Islamist, A Liberal, and a Former Regime Loyalist Walk into a Café...” Foreign Policy. October 21.

2010 – “Efforts to Replicate Short-Selling in Islamic Finance, Malaysian Innovation in Comparative Perspective” in Angelo Venardos. Current Issues in Islamic Banking and Finance.

Dissertations Supervised During the Past Five Years:

Distinctions: 2011 – Al-Falah Research Fellowship, Center for Middle Eastern Studies, UC Berkeley; 2009 – Jacob K. Javitz Fellowship; 2008 – Critical Language Studies Fellowship, U.S. Dept. of State.

12. CAPLAN, Beatrice (Lecturer, 2006)

Department/Tenure: German and Romance Languages and Literature (untenured)

Education/Academic Experience: Ph.D., Yiddish Studies, New York University, 2005

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Elementary Yiddish I, Elementary Yiddish II, Freshman Seminar: Why is the Fiddler on the Roof?: The Shtetl in Modern Jewish Culture, Zionism in Modern Literature: Jewish or Israeli?, The Baroque and Its Afterlives, Discourses of Dislocation.

Overseas Experience:

Languages: Yiddish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Yiddish Language.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

13. CASTRO-KLAREN, Sara (Professor, 1987)

Department/Tenure: German and Romance Languages and Literatures (tenured)

Education/Academic Experience: Ph.D., UCLA, Hispanic Languages and Literatures, 1968.

1987-92 - Modern Languages Association Executive Committee;

1992-96 - Association of American Colleges and Universities (appointed);

2000-04 - Board of the Fulbright Programs (appointed);

Courses Taught: Indian and Spanish Chroniclers; Colonial Texts/Post-Colonial Readings; Latin American Culture and Literature: The Formative Years, 650-1650; Spanish American Narrative

Overseas Experience: Mexico

Languages: Spanish (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Colonial Studies/ Post-colonial Theory, Literary Theory/ Cultural Theory Narrative Discourse in History and Fiction, Historiography, The novel, Women's Writing

Recent Publications: 2011 - *The Narrow Pass of Our Nerves: Debating Post-colonial Theory*. Madrid: Vervuert; 2008 - *A Companion to Latin American Literature and Culture* and *Literature*. Blackwell.

Dissertations Supervised During the Past Five Years: 7

Distinctions: Member of the Kluge Board at the Library of Congress; 1999 - member of the Fulbright Board of Directors appointed by President Clinton

14. CERVONE, Emma (Assistant Professor, 2007)

Department/Tenure: Anthropology (untenured)

Education/Academic Experience: PhD, Institute of Amerindian Studies, University of St. Andrews, 1997

2007-present - Assistant Professor Department of Anthropology, Johns Hopkins University

Courses Taught: Politics of Multiculturalism; Indigenous Innovations and Agency; Political life of Gender, Engendering Life; Questioning Development, Understanding Aid; Introduction to Latin American Studies

Overseas Experience: Andean countries, Europe

Languages: Italian, Spanish, English (fluent), Quechua (read), Portuguese (comprehend and read)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Gender, Ethnicity and Indigenous Political Movements, Andean cultures, Human Rights, Development, Applied Anthropology, Post-coloniality, Latin America Cultures and Societies, Ethics, Race and immigration, Art and Development, Latin American Film

Recent Publications: 2013 – "The Promises and Conundrums of Decolonized Collaboration". Invited chapter in Sillitoe, Paul (ed.) *The Collaborative Moment: the Implications of Indigenous Studies for an Engaged Anthropology*. Ashgate Publishers (in press)

2012 – *Long Live Atahualpa. Indigenous Politics, Justice and Democracy in the Northern Ande*.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2010 - Wenner Gren Foundation, Workshop Grant for "Repositioning Indigeneity in Latin America" Fall.

15. CHAMBERS, Samuel (Associate Professor, 2008)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: PhD, University of Minnesota, Political Science, 1998.

Courses Taught: Classics of Political Thought; Virtue, Labor, Power (Classics of Political Thought); Political Theory of Gender and Sexuality; How to be a Capitalist; The Cultural Politics of Television; Finding Democracy; Pluralism; Rereading Marx; The Politics of Intelligibility; Students of Althusser; The Rise and Fall of the Frankfurt School; Nietzsche and Freud: Drive, Will and Eros

Overseas Experience: UK, France, Romania

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Political theory, cultural politics

Recent Publications: 2013 – 2013. The Lessons of Rancière. New York: Oxford University Press.

2012 – “Jacques Rancière’s Lesson on the Lesson.” Educational Philosophy and Theory. Vol. 45, No. 6, 637–646.

2011 – “Untimely Politics avant la lettre: The Temporality of Social Formations.” Time and Society. Vol. 20, No. 2, pp. 199–225.

2011. Jacques Rancière and the Problem of Pure Politics.” European Journal of Political Theory. Vol. 10, No. 3, 2011, pp. 303–326.

2010 – “Les Publics du Terrorisme apres Obama: 24, Saison 7.” Published in French, written with Anne Caldwell. Poli - Politique de l’image. No. 2, March, pp. 83–100.

Dissertations Supervised During the Past Five Years: 10

Distinctions: 2011 - Distinguished Graduate Award, University of Minnesota, Political Science.

16. CHEN, Aiguo (Lecturer, 2008)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: M.A., Millersville University, 1994

2008 – present - Lecturer, the Johns Hopkins University;

2008 – Lecturer, Bloomsburg University, Bloomsburg, PA.

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Second Year Heritage Chinese, Second Year Heritage Chinese II, Third Year Heritage Chinese, Third Year Heritage Chinese II.

Overseas Experience: China

Languages: Chinese

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Research-based pedagogies for Chinese heritage language learners.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions: 2008 – Nominee, Kenneth S. Goodman “In Defense of Good Teaching” Award.

17. CHEN, Jing-Yun (Lecturer, 2014)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: Chinese Linguistics. U of Oregon, 2013
2011-13 - Teaching Fellow, University of Oregon.

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Second Year Chinese, Second Year Chinese II.

Overseas Experience: China

Languages: Chinese (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Linguistics, Foreign Language Education

Recent Publications: 2009 – 2009. Bodies and Spaces: Transnational Ethnic and Sexual Identities in Saving Face. Journal of Cultural Studies, 96.

Dissertations Supervised During the Past Five Years:

Distinctions:

18. CHEN, Yanfei (Lecturer, 2014)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: Chinese Language Pedagogy. Indiana University, 2014
2012-2014 - Associate Instructor, Chinese;
2010-2012 - English Teacher.

Language Pedagogy Training (language lecturers only): 2014 - Chinese Language Pedagogy. Indiana University.

Courses Taught: will teach Mandarin courses

Overseas Experience: China

Languages: Chinese (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Linguistics, Foreign Language Education

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions: 2009 & 2010 - 1st Prize scholarship, Shanghigh International Studies University.

19. CHUNG, Erin (Associate Professor, 2004)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: PhD, Northwestern University, Political Science, 2003.

2013 - present - Director, Program in East Asian Studies, Johns Hopkins University.

Courses Taught: Asian American Politics; Comparative Citizenship and Immigration Politics; Japanese Politics; Korean Politics; Politics of East Asia; Advanced Topics in East Asian Studies; Comparative Citizenship and Immigration Politics; Comparative Democratization; Comparative Racial Politics

Overseas Experience: Korea, Japan

Languages: Korean, Japanese (Advanced); Spanish (Intermediate)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: East Asian Politics (Japan and Korea), Migration and Citizenship, Comparative Racial and Ethnic Politics, Civil Society, Political Economy of Development, Asian American Politics

Recent Publications: 2012 – with Daisy Kim. 2012. "Citizenship and Marriage in a Globalizing World: Multicultural Families and Monocultural Nationality Laws in Korea and Japan". *Indiana Journal of Global Legal Studies*. Vol. 19, no. 1: 195-219.

2010 – "Korea and Japan's Multicultural Models for Immigrant Incorporation". *Korea Observer*. Vol. 41, no. 4: 649-676.

2010. "Workers or Residents? Diverging Patterns of Immigrant Incorporation in Korea and Japan" *Pacific Affairs*. Vol. 83, no. 4: 675-696.

2010. *Immigration and Citizenship in Japan*. Cambridge University Press.

Dissertations Supervised During the Past Five Years: 15

Distinctions: 2010 - 2011 - Dean's Award for Excellence in Scholarship, Zanvyl Krieger School of Arts and Sciences, Johns Hopkins University.

20. COHEN, Zvi (Lecturer, 2011)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: PhD, University of Pittsburgh, Philosophy, 1999

2011 – present - Lecturer, the Johns Hopkins University.

Language Pedagogy Training: See Criterion IV

Courses Taught: First Year Hebrew, First Year Modern Hebrew II, Second Year Hebrew, Second Year Modern Hebrew II, Third Year Hebrew, Third Year Modern Hebrew II.

Overseas Experience: Israel

Languages: Hebrew (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Foreign Language Education

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

21. COOK-GAILLOUD, Kristin (Senior Lecturer, 1999)

Department/Tenure: German and Roman Languages and Literatures

Education/Academic Experience: Ph.D., The Johns Hopkins University, Krieger School of Arts and Sciences, Baltimore, Maryland, Romance Languages and Literatures, 2006

Courses Taught: Eloquent French, French Indep Stdy-Lang, Teaching French: Theory and Practice, L'Affaire Dreyfus.

Overseas Experience: Geneva

Languages: French, English, Norwegian (native); Spanish, German (Read, written, and spoken); Italian

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: French Language Acquisition

Recent Publications: 2010 – “Les trois Romans expérimentaux d'Émile Zola: Lourdes, Rome et Paris”. *Nineteenth-Century French Studies*. XXXIX, nos 1-2, automne-hiver, pp. 131-153.

2009 - “Du pape au papier: la conversion du pouvoir religieux dans Rome d'Emile Zola”. *Cahiers Naturalistes*.

2006 - “Du Déjeuner sur l'herbe à Plein air: transitions mouvantes dans l'Oeuvre d'Emile Zola”. *Cahiers Naturalistes*.

Dissertations Supervised During the Past Five Years:

Distinctions: Gilman Fellowship, Romance Languages and Literatures Department; 2004 - Dean's Teaching Fellowship, The Johns Hopkins University

22. CONNOLLY, William (Professor, 1985)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: Ph.D., University of Michigan, Ann Arbor.

Courses Taught: Capitalism and Ecology, Politics of Good and Evil, The Politics of Becoming: Nietzsche and Whitehead, Rethinking Freedom in a Neoliberal Age.

Overseas Experience/Academic Experience:

Languages:

Percentage of Time Dedicated to International Studies: 25

Research/Teaching Specializations: Political theory, international relations

Recent Publications: 2013 – 2013. *The Fragility of Things: self-organizing processes, neoliberal fallacies, democratic activism*. Durham: Duke University Press. 243 p, biblg, index.

2013. “The New Materialism and the Fragility of Things”. *Millennium*. P. 400-412

2012 – “Steps Toward an Ecology of Late Capitalism”, *theory&event*. P. 15-48.

with Jane Bennett. 2012. “The Crumpled Handkerchief”. in *Time and History in Deleuze and Serres*. Ed. by Bernd Herzogenrath. Continuum Press.

2012. “Pluralism, Capitalism and The Fragility of Things: An Interview with William e. Connolly,” in *Dialogues with Contemporary Theorists*. Ed by G. Browning, R. Prookhovnik and M. Cookson. Palgrave. 86-105.

Dissertations Supervised During the Past Five Years: 6

Distinctions: 2010 - Voted in 2010 poll of American political theorists as the fourth most influential theorist over the last twenty years, after Rawls, Habermas, Foucault.

23. CZECULIN, Annalisa (Adjunct Assistant Professor, 2003)

Department/Tenure: JHU Center for Language Education and Goucher College (untentured)

Education/Academic Experience: PhD, University of Pittsburgh, Slavic Linguistics, 2007

2007-present - Baltimore, Maryland Assistant Professor, Goucher/Hopkins University;

2003-2009 – Lecturer, Hopkins University.

Courses Taught: Elements of Russian I, Elementary Russian II, Int Intermediate Russian, Adv Russian Grammar, The Russian Fairy Tale, Technical Translation.

Overseas Experience: Russia

Languages: Russian (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Second language acquisition, Russian history, language, literature, and culture.

Recent Publications: 2011 – 2011. The Russian Reflexive in Second-Language Acquisition: Binding Preferences and L1 Transfer. Germany: Verlag.

Dissertations Supervised During the Past Five Years:

Distinctions:

24. DANIEL, Andrew (Assistant Professor, 2007)

Department/Tenure: English (untentured)

Education/Academic Experience: PhD, University of California, Berkeley, English, 2007.

Courses Taught: Literature By Other Means: Experimental and Constraint-Generated Fiction and Poetry; British Literature I; 'The Time Is Out of Joint': Shakespearean Temporalities; Shakespeare: Poetry, comedies, histories, tragedies and romances

Overseas Experience:

Languages:

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Early modern drama, poetry, and prose; Melancholy, humoral medicine, and early modern medical theory, especially in relation to gender and sexuality; Psychoanalysis and psychoanalytic literary criticism; contemporary art practice and art criticism

Recent Publications: 2013 – 2013. The Melancholy Assemblage: Affect and Epistemology in the English Renaissance. Fordham University Press.

2013. "Syllogisms and Tears in Timon of Athens", English Studies. Vol. 94, No. 7, 799-820.

2013. "'Why Be Something That You're Not?': Punk Performance and the Epistemology of Queer Minstrelsy". Social Text. 116, Vol. 31, No. 3, Fall, 13-35.

2013. "A Political Necrology of God", The Journal for Early Modern Cultural Studies, Commons and Collectivities: Renaissance Political Ecologies. Philadelphia: University of Pennsylvania Press. Volume 13.3, Summer, 105-126.

Dissertations Supervised During the Past Five Years:

Distinctions: 2008 - Visiting Artist Residency, St. John's College, Oxford University Summer.

25. DAS, Veena (Krieger-Eisenhower Professor of Anthropology, 2000)

Department/Tenure: Anthropology (tenured)

Education/Academic Experience: PhD, University of Delhi, India, Sociology, 1970

Courses Taught: Visual Languages in Medical Knowledge, Anthropology of Death and Dying, Visual Languages in Medical Knowledge.

Overseas Experience: India

Languages: Hindi (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Feminist movements, gender studies, sectarian violence, Medical Anthropology, post-Colonial and post-Structural theory; South Asia, Europe

Recent Publications: 2014 – Affliction: Health, Disease, Poverty. Fordham University Press. New York.

2013 – "Neighbors and acts of silent kindness". HAU: Journal of Ethnographic Theory 3.1. Vol. 3 (1): 217-220.

2013 - "Knowledge Production and Regional Scholarship." Comparative Studies of South Asia, Africa and the Middle East 2013. Vol. 33 (3) 272-275.

2013 - "War and the mythological imagination" Anthropologia 2013. Anno XIII (16): 25-36.

2013 - "South Asia: the stake of theory". In Handbook of Sociocultural Anthropology. Ed. J. Carrier and D. Gewertz. Oxford: Berg Publishers.

2012 – Structure and Cognition: Aspects of Hindu Caste and Ritual (with a new Introduction). Oxford Perennials. Delhi.

Dissertations Supervised During the Past Five Years:

Distinctions: 2014 - Honorary Doctorate in Social Sciences, University of Edinburgh; 2009 - Fellow, Institut d'études avancées and Visiting Professor, EHESS, Paris

26. DAVID, Steven (Professor, 1981)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: PhD, Harvard University, Political Science, 1980.

2010 - 2014 - Vice Dean for Undergraduate Education;

Courses Taught: Contemporary International Politics, National Security in the Nuclear Age, Political Violence, Nuclear Weapons in the 21st Century

Overseas Experience: Israel, France, China

Languages: Mandarin Chinese, Hebrew, French (conversant); French (read fluently)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: International relations, security studies, comparative politics.

Recent Publications: 2013 - "Armed and Dangerous: Why a Rational, Nuclear Iran Is an Unacceptable Risk to Israel," Mideast Security and Policy Studies. No. 104, November.

2013 - "With Nothing to Lose: The Limits of a Rational Iran," The American Interest. May/June.

Dissertations Supervised During the Past Five Years: 5

Distinctions:

27. DE VRIES, Hent (Russ Family Chair Professor, 2002)

Department/Tenure: Humanities Center and Philosophy (tenured)

Education/Academic Experience: PhD, Leiden University, Faculty of Theology, 1989.

2007 - present - Russ Family Professor in the Humanities & Philosophy, Humanities Center and Department of Philosophy, Krieger School of Arts and Sciences, Johns Hopkins University.

Courses Taught: Introduction to Classical Philosophy, Metaphysics: History and Critique, Hermeneutics and the Critique of Ideology, History of Greek Philosophy, Metaphysics and Epistemology

Overseas Experience: Jerusalem

Languages: Dutch, English, German, French, Latin, Greek, elements of Biblical Hebrew

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern European Thought, Political Theologies, Religion and Media, Concepts of Violence, Literature and Temporality, Philosophy of Religion, History and Critique of Metaphysics, History of Modern Philosophy.

Recent Publications: 2012 – *Dat Ve'Alimout: Derrida Ve'ha Teologi Politi* [Religion and Violence: Derrida and the Theologico-Political], Hebrew translation. Trans. Guri Arad and Michal Ben-Naftali. Tel Aviv: Resling Publishers. 285 pp.

2009 – *Bouryoku to akashi* [Violence and Testimony]. Japanese translation of chapter 2 of Religion and Violence with a new "Preface to the Japanese Translation,". Translated by Takaaki Kawai. Tokyo. Getsuyosha Limited.

Dissertations Supervised During the Past Five Years: 9

Distinctions: 2012 - Distinguished Visiting Professor, Faculty of Humanities, Hebrew University, Jerusalem, Israel; 2013 - Distinguished Visiting Fellow, Cogut Center for the Humanities, Brown University, Providence; Visiting Fellow in the Department of German, Princeton University

28. DEUDNEY, Daniel (Associate Professor, 1998)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: PhD, Princeton University, International Relations, 1989.

Courses Taught: International Politics, Global Security Politics, Geopolitics, Republicanism, America and the World, Liberalism and World Order, Geopolitics and Nuclear Weapons, Geopolitics of Outer Space

Overseas Experience/Academic Experience:

Languages:

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: International Relations and Political Theory.

Recent Publications: 2013 – "Mixed Ontology, Planetary Geopolitics, and Republican Greenpeace," Theory Talks. November. 35 pgs.

2012 – "Response to Critics" (reply to four short essays on Bounding Power by four geographers) "Symposium on Deudney's Bounding Power,". Political Geography.

Dissertations Supervised During the Past Five Years: 4

Distinctions: 2010 - Book of the Decade Award, International Studies Association, (co-winner) (for Bounding Power); 2010 - "The Gold Cup," presented by the senior class of 2010

29. EGGINTON, William (Professor, 2006)

Department/Tenure: German and Romance Languages and Literatures (tenured)

Education/Academic Experience: PhD, Stanford University, Comparative Literature, 1999.

2013-present - Vice Dean For Graduate Education, Krieger School of Arts and Sciences, The Johns Hopkins University;

2010-present - Andrew W. Mellon Professor in the Humanities;

2009-present - Chair, German and Romance Languages and Literatures, The Johns Hopkins University".

Courses Taught: The Spanish Avant-Garde, Literature and Identity in the Age of Globalization, Literature and Cosmology, New World Baroque, Metaphysical Fictions in Latin American Literature

Overseas Experience: Spain, Austria, France, Italy

Languages: English, Spanish, French, Italian, and German (fluent); Portuguese (proficient); Latin (reading knowledge).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish and Latin American Literatures

Recent Publications: 2014 – 2014. Revised edition and translation of Lisa Block de Behar, *Borges: The Passion of an Endless Quotation*. Forthcoming. SUNY Press.

2011 – *In Defense of Religious Moderation*. Columbia University Press.

2010 – *The Theater of Truth: The Ideology of (Neo)baroque Aesthetics*. Stanford University Press.

Dissertations Supervised During the Past Five Years: 6

Distinctions: 2012 - Dean's Award for Excellence in Scholarship; 2012 - Finalist, Johns Hopkins Excellence in Teaching Award; 2011 - Dean's Award for Excellence in Scholarship.

30. FORNI, Pier Massimo (Professor, 1985)

Department/Tenure: German and Romance Languages and Literatures (tenured)

Education/Academic Experience: PhD, UCLA, Italian, 1981.

Courses Taught: Boccaccio's Decameron, Masterpieces of Italian Poetry, Italy in Brief: The History and Culture of Italy through its Best Short Stories, Castiglione e Della Casa, *Il Romanzo del Novecento*, Giovanni Boccaccio's Decameron: A New Interpretation.

Overseas Experience: Italy, France

Languages: Italian, French, Spanish, Portuguese

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Italian literature, history and theory of civility.

Recent Publications: 2011 – 2011. *The Thinking Life: How to Thrive in the Age of Distraction*. New York: St. Martin's Press.

2011. "The Case for Formality." *Spectra*. National Communication Association. 47.3, September, 8-10.

Dissertations Supervised During the Past Five Years: 1

Distinctions: 2013 - Honorary Doctor of Humane Letters – Towson University; Awarded at University Commencement Exercises.

31. FORSTER, Eckart (Professor, 2001)

Department/Tenure: Philosophy (tenured)

Education/Academic Experience: PhD, Balliol College, Oxford University, 1981.

Courses Taught: Kant's Critique/Judgment.

Overseas Experience: 2004 - present - Honorary Professor, Humboldt University, Berlin, Germany.

Languages: German

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Metaphysics, history of philosophy, Kant and German idealism.

Recent Publications: 2013 – "Eine systematische Rekonstruktion?" In *Übergänge – diskursiv oder intuitiv? Essays zu Eckart Försters „Die 25 Jahre der Philosophie“*, eds. Johannes Haag and Markus Wild. Frankfurt am Main: Klostermann. 347-364.

2012 – *The Twenty-Five Years of Philosophy*. Transl. Brady Bowman. Cambridge, Mass.: Harvard University Press.

2012 - "Goethe's Spinozism." In *Spinoza and German Idealism*, eds. Eckart Förster and Yitzhak Y. Melamed. Cambridge/New York: Cambridge University Press. 85-99.

2012 - "Grenzen der Erkenntnis?" In *Self, World, and Art*, ed. Dina Emundts. Berlin/New York: de Gruyter. 203-216.

2011 - *Die 25 Jahre der Philosophie*. Frankfurt am Main: Vittorio Klostermann. 2nd. ed. 2012.

2010 – "What is 'The Highest Point of Transcendental Philosophy'?" In *Rethinking Kant*, Vol. II, ed. Pablo Muchnik. Cambridge: Cambridge Scholar Publisher. 257-271.

Dissertations Supervised During the Past Five Years: 3

Distinctions: 2012 - Johns Hopkins University, Dean's Award for Excellence in Scholarship.

32. FRIED, Michael (J. R. Herbert Boone Professor of Humanities, 1975)

Department/Tenure: History of Art (tenured)

Education/Academic Experience: PhD, Harvard University, Fine Arts, 1969.

Courses Taught: Flaubert's *L'Education sentimentale*; Classics of Art Criticism, Agency and Other Topics in Contemporary Theory of Art History; Theory, Painting, Vision.

Overseas Experience: Berlin

Languages: French, Italian

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern art, literature, criticism, and theory; Italian painting in the age of Caravaggio.

Recent Publications: 2014 – 2014. *Another Light: "Géricault's Romanticism" and Other Essays*. Forthcoming from Yale University Press.

2012 – 2012. *Flaubert's "Gueuloir": On Madame Bovary and Salammbô*. London and New Haven: Yale.

2011 – 2011. *Four Honest Outlaws: Sala, Ray, Marioni, Gordon*. London and New Haven: Yale U Press.

Dissertations Supervised During the Past Five Years: 6

Distinctions: 2010 - 2010 - American Publishers Award for Professional and Scholarly Excellence (The PROSE Awards) in Art History & Criticism.

33. FRUMER, Yulia (Assistant Professor, 2012)

Department/Tenure: History of Science and Technology (untenured)

Education/Academic Experience: PhD, Princeton University, History of Art, 2012

Courses Taught: Freshman Seminar: Humans and Artifacts; Science and Technology in East Asia; Godzilla and Fukushima: Japanese Environment in History and Films

Overseas Experience: Berlin

Languages: Russian (native), Hebrew (native), Modern Japanese (fluent), Classical Japanese (reading documents in kuzushiji (cursive), sorobun (official polite) and kanbun (Japanized classical Chinese))

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Primary: History of Science and Technology in East Asia; Secondary: Japanese history, history of astronomy, history of technology, measurement instruments, scientific translation.

Recent Publications: 2014 – 2014. "Translating Time: Habits of Western Style Timekeeping in Late Tokugawa Japan". Forthcoming, Technology&Culture. October

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2013 - International Union of History of Science and Technology, 2013 Prize for Young Scholars, Honorable Mention for Ph.D. Thesis.

34. GEFAELL-BORRÁS, Paula (Lecturer, 2008)

Department/Tenure: German and Roman Languages and Literatures (untenured)

Education/Academic Experience: MA, Applied Linguistics, Universidad Antonio de Nebrija (Madrid, Spain)

Courses Taught: Intermediate Spanish II, Advanced Spanish II.

Overseas Experience: Madrid

Languages: Spanish, Portuguese, Italian

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish Language.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

35. GERSOVITZ, Mark (Professor, 1994)

Department/Tenure: Economics (Tenured)

Education/Academic Experience: PhD, Yale University, Economics, 1975.

Courses Taught: Health Economics & Developing Countries, Economics of Africa, Introduction to Economic Development, Economics of China.

Overseas Experience/Academic Experience: Botswana, Madagascar, Malawi, Tanzania, Uganda, Bhutan.

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Development economies (the study of the economies of poor countries); saving behavior and capital markets; international commodity markets; health.

Recent Publications: 2013 – with N. Kriger. 2013. "What is a Civil War? A Critical Review of Its Definition and (Econometric) Consequences". World Bank Research Observer. Vol. 28, 159-190.

2013. "Mathematical epidemiology and welfare economics in Modeling the Interplay between Human Behavior and the Spread of Infectious Diseases. P. Manfredi and A. d'Onofrio, eds. New York: Springer. 185-202.

2011 – 2011. "HIV Testing: Principles and Practice". World Bank Research Observer. vol. 26, 1-41.

2011. "The Economics of Infection Control" in Annual Review of Resource Economics. M. Cropper, ed. Vol. 3, 277-296.

2011. "Infectious Diseases: Responses to the Security Threat without Borders," in Security for Development. G. Mavrotas, ed. Cheltenham: Edward Elgar.

2010 – 2010. "The Taxation of Profits When There are Profits," Economics Letters. Vol. 107, 145-147.

2008 – 2008. Infectious Diseases: Responses to the Security Threat without Borders, Plenary Lecture, Global Development Network Conference. Brisbane. Revised and published in Security for Development. G. Mavrotas, ed. Cheltenham: Edward Elgar.

Dissertations Supervised During the Past Five Years:

Distinctions: 2010-2011 - Member, Economics Reference Group, Advisory Body to UNAIDS and World Bank; 2010-2011 - Member, Africa Initiative Advisory Board, Centre for International Governance Innovation; 2010 - Member, External Review Panel for the Asian Development Bank Institute (ADB).

36. GONZALEZ, Eduardo (Professor, 1991)

Department/Tenure: German and Romance Languages and Literatures (tenured)

Education/Academic Experience: PhD, Indiana University, Bloomington, Spanish and Comparative Literature, 1975.

1991 - present - Head of Spanish and Latin American Section Department of German and Romance Languages and Literatures; Johns Hopkins University, Professor.

Courses Taught: Cuba and its Culture Since the Revolution, Spanish Independent Study, Modern Spanish Culture' Intro to Literature in Spanish, Modern Spanish Culture, Literaturas y culturas del Cono Sur, Caribbean Writing in Shakespeare, Cinema in Spain & Latin America, El Cine de Pedro Almodóvar, Deadwood & American Justice.

Overseas Experience: Cuba, Spain

Languages: Spanish (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: The cross-cultural and historical study of Latin American and US American literatures, The literature and culture of Cuba on the island and worldwide, US Hispanic and Latino cultures, Mexico, Argentina, The cinema of Spain, Film and Media Studies, Art History, Cultural Anthropology.

Recent Publications: 2010 – 2010. Cuba and the Fall: Christian Text and Queer Narrative in the Fiction of Reinaldo Arenas and José Lezama Lima. University of Virginia Press.

2006 – 2006. Cuba and the Tempest: Literature and Cinema in the Time of Diaspora. UNC Press.

Dissertations Supervised During the Past Five Years: 5

Distinctions:

37. GUILLEMARD, Claude (Senior Lecturer, 1990)

Department/Tenure: German and Roman Languages and Literatures (untenured)

Education/Academic Experience: DEA, Greek Language, University of Paris IV (Sorbonne)

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Community Based Learning - Teaching French in Public School, Teaching French in Public School-Community Based Learning, French Elements I, French Elements II.

Overseas Experience: France, Athens

Languages: French, Greek

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: French language and culture.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

38. GUYER, Jane (Professor, 2002)

Department/Tenure: Anthropology

Education/Academic Experience: PhD, University of Rochester, New York, 1972.

2013 - Summer School Professor, University of Oslo;

2009-2012 - Chair of the Department of Anthropology, Johns Hopkins University.

Courses Taught: Africa and the Museum, The Logic of Anthropological Enquiry, Understanding Baltimore: Ethnography, Anthropology and Public Action, Defining Region

Overseas Experience/Academic Experience: Nigeria, Cameroon, United Kingdom

Languages: French (fluent speaking and writing knowledge); Yoruba and Ewondo (working knowledge of economic matters).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Social and economic anthropology, money and culture, household and gender; West Africa

Recent Publications: 2013 – Translation of Marcel Mauss, Joking Relations, with translator's introduction. HAU: Journal of Ethnographic Theory 3 (2): 317–34.

2013 - "The Quickening of the Unknown": Epistemologies of Surprise in Anthropology" HAU: Journal of Ethnographic Theory 3 (3): 283–307.

Dissertations Supervised During the Past Five Years: 10

Distinctions: 2012 - Distinguished Africanist Award, African Studies Association; 2011-2013 - Grand Challenges in International Development, committee of the National Academy of Sciences

39. HAERI, Niloofar (Professor, 1997)

Department/Tenure: Anthropology (tenured)

Education/Academic Experience: PhD, University of Pennsylvania, Linguistics, 1991.

Courses Taught: Freshman Seminar, Anthropology of Poetry and Prayer.

Overseas Experience: Egypt, Iran

Languages: Persian, English, French, Egyptian Arabic (fluent); Classical Arabic (reading and comprehension); Classical Arabic (Intermediate speaking); Spanish, Italian (basic)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Islamic prayers and experiences of religiosity, gender, ritual and language, public appearance and notions of modesty among Jews, Christians and Muslims

Recent Publications: 2014 – 2014. La Salat et son langage: Prier hors de la mosquée. In *Dire en Langue: Des Passeurs au Quotidie*. Edited by Myriam Achour. Paris and Tunis: Karthala and IRMC.

2013 – The Private Performance of Salat Prayers: Repetition, Time and Meaning. *Anthropological Quarterly*. Vol. 84, No. 1.

2011 – Translation into Arabic of Sacred Language, Ordinary People. National Center for Translation. Ministry of Culture. Egypt.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2010-2011 - Senior Visiting Research Scholar, Department of Anthropology, London School of Economics, (LSE) London.

40. HAN, Clara (Assistant Professor, 2007)

Department/Tenure: Anthropology (untenured)

Education/Academic Experience: PhD, Harvard University, Social Anthropology, 2007.

2007-Present - Assistant Professor, Department of Anthropology; Joint Appointment, Dept. of Health, Behavior and Society, Bloomberg School of Public Health; Faculty Affiliate, Program for the History of Disease and Public Health, Institute of the History of Medicine, School of Medicine.

Courses Taught: Anthropology of Health and Disease; An Anthropology of the City; Anthropology of Mental Illness; Colloquia Series; Science and Technology Studies: Experiment, Error, Complexity, and Translation in Science and Medicine

Overseas Experience/Academic Experience: Chile

Languages: Spanish (fluent), German (reading fluency).

Percentage of Time Dedicated to International Studies: 75

Research/Teaching Specializations: Anthropologies of health, well-being, and care; violence; poverty; moral community; subjectivity; law, specifically in relation to incarceration; kinship; science & technology.

Recent Publications: 2013 – "A long-term occupation: police and the figures of the stranger", and "More eyes, different eyes: A response to Didier Fassin". in *Social Anthropology*. 21(3): 378-388.

2013 - "Suffering and Pictures of Anthropological Inquiry: A response to comments on Life in debt". in *HAU: Journal of Ethnographic Theory*. Book Symposium. 3(1): 231-240, June.

Dissertations Supervised During the Past Five Years: 9

Distinctions:

41. HANCHARD, Michael (Professor, 2006)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: PhD, Princeton University, Politics, 1991.

2012 - Visiting Professor, University of Vienna, Institute for Social and Cultural Anthropology.

Courses Taught: Comparative Racial Politics; Dreams of America; Nationalism; Race and Political Theory; Race and Racism in Comparative Perspective; States, Regimes and Governmentality; Qualitative Methods in the Social Sciences

Overseas Experience: Vienna, Austria; Brazil; Italy; Jamaica; Columbia; Ghana

Languages: Portuguese, Spanish (fluent).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Comparative Politics (Nationalism, Race and Ethnicity, Social Movements, Political Culture); Africana Studies, Latin American Studies, Political Theory (citizenship, comparative political theory).

Recent Publications: 2012 – “On Trayvon Martin’s Slaughter”, *Theory and Event*. 15.3.

2010 – “Black Political Thought: An Introduction and Perspective” *Political Theory*. August.

With Mark Sawyer. 2010. “No Longer Invisible: Afro-Latin Political Mobilization”, *Handbook of Race and Ethnic Studies*. Patricia Hill Collins and John Solomos, editors. Sage.

Dissertations Supervised During the Past Five Years: 4

Distinctions: 2014 – Institute for Advanced Study, Princeton University

42. HAO, Lingxin (Professor, 1996)

Department/Tenure: Sociology (tenured)

Education/Academic Experience: PhD, University of Chicago, Sociology, 1990.

2011-2014 - Visiting Professor, Sun Yat-sen University, China;

2010-2013 - Wu Yuzhang Lecture Professor, Renmin University of China.

Courses Taught: Research Methods, Migration & Development, Categorical Data Analysis.

Overseas Experience: China.

Languages: Mandarin Chinese

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: Family and Public Policy, Immigration, Social Demography, Social Inequality, Sociology of Education, Quantitative Methods, Advanced Statistics

Recent Publications: 2012 – 2012. Hao, Lingxin and Han Soo Woo. “Distinct Trajectories in the Transition to Adulthood: Are Children of Immigrants Advantaged?” *Child Development*. 83(5):1623-1639.

Hao, Lingxin. 2012. “Cumulative Causation of Rural Migration and Initial Peri-Urbanization in China.” *Chinese Sociological Review* 44(3):6–33.

2011 - Hao, Lingxin and Eric Fong. 2011. “Linking Dichotomous Segregation with Multigroup Segregation: Weighted Segregation Ratios in Selected U.S Metropolitan Areas.” *Social Science Research* 40(1):379-391.

2010 - Hao, Lingxin and Daniel Naiman. 2010. *Assessing Inequality*. Thousand Oaks CA: Sage Publications. (versions in English and Chinese)

Dissertations Supervised During the Past Five Years: 9

Distinctions: 2013-2014 - Fulbright Senior Research Scholar.

43. HUBBARD, Arancha Moreno (Lecturer, 2010)

Department/Tenure: German and Roman languages and Literatures (untenured)

Education/Academic Experience: Diploma de Estudios Avanzados (ABD) – Advanced Studies Diploma (2009- 2010), UNED University, Madrid

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Advanced Spanish II, Advanced Spanish I.

Overseas Experience: Madrid

Languages: Spanish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish language

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

44. HUNG, Ho-Fung (Associate Professor, 2011)

Department/Tenure: Sociology (tenured)

Education/Academic Experience: Ph. D., Johns Hopkins University, Sociology, 2004.

2011 - present - Associate Professor, Department of Sociology, The Johns Hopkins University;

2005-2011 - Assistant to Associate Professor, Department of Sociology, Indiana University at Bloomington;

Courses Taught: Global Social Change, Sociological Analysis, PGSC Research Seminar, Political Sociology, World-Historical Sociology.

Overseas Experience: China

Languages: Mandarin Chinese (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Politics, Globalization, Nationalism, Culture and Knowledge, Comparative-historical and Quantitative Methods, China and East Asia

Recent Publications: 2014 – 2014. “Grandpa State instead of Bourgeois State: Patrimonial Politics in China’s Age of Commerce, 1644-1839.” Political Power and Social Theory. Vol. 24.

2014 - “Cold War and China in the (Un)making of the Global Dollar Standard.” Political Power and Social Theory. Vol. 24

2013 – “China: Savior or Challenger of the Dollar Hegemony?” Development and Change. Vol. 44, No. 6.

Dissertations Supervised During the Past Five Years:

Distinctions: 2009 - Co-Winner of the 2009 Distinguished Contribution to Scholarship Award, American Sociological Association’s Section on Political Sociology

45. JABKO, Nicholas (Associate Professor, 2011)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: PhD, University of California, Berkeley, Political Science, 2001.

2011- present, Associate Professor, Department of Political Science, Johns Hopkins University

Courses Taught: Introduction to Comparative Politics; The Political Bases of the Market Economy; European Politics in Comparative Perspective; The Political Economy of the European Union; The Political Economy of Neoliberalism; Paradigms of Political Economy; Crisis and Change

Overseas Experience: Munich, Cologne, Paris.

Languages: French, English (native bilingual); Spanish (Fluent); German, Russian (reading working knowledge)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Comparative Politics, Political Economy and European Politics.

Recent Publications: 2012 – “International Radicalism, Domestic Conformism: France’s Ambiguous Stance on Financial Reforms,” in Renate Mayntz, ed., *Crisis and Control: Institutional Change in Financial Market Regulation*. Frankfurt: Campus.

2012 - with Elsa Massoc. “Nicolas Sarkozy et la crise financière: cherchez la rupture!” in Jacques de Maillard and Yves Surel, eds., *Les Politiques publiques sous Sarkozy*. Paris: Presses de Sciences Po.

Dissertations Supervised During the Past Five Years: 1

Distinctions:

46. JAFIRE, Sana (Lecturer, 2014)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: MA. Applied Linguistics. UMASS, 2008

2005-2009, Teaching Assistant, U MASS 2008-2014, Arabic lecturer

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Will teach Arabic sequence

Overseas Experience: Saudi Arabia

Languages: Arabic (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Foreign Language Education, Saudi Arabia.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

47. JEANNE, Olivier (Professor, 2008)

Department/Tenure: Economics (tenured)

Education/Academic Experience: PhD, Ecole des Hautes Etudes en Sciences Sociales, European Doctoral Program, 1996.

Sept. 2008 - present - Senior Fellow, Peterson Institute for International Economics;

Courses Taught: Global Finance Crisis, International Monetary Economics.

Overseas Experience: France, United Kingdom

Languages: French

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: Applied and theoretical topics in international and domestic macroeconomics: capital flows, exchange rate regimes and currency crises, sovereign debt and defaults, international liquidity, and monetary policy

Recent Publications: 2014 – 2014. "Macroprudential Policies in a Global Perspective,". Forthcoming in Asia Economic Policy Conference. Federal Reserve Bank of San Francisco.

2013 – 2013. "Like Mother Like Son? Experimental Evidence on the Transmission of Values from Parents to Children,". Journal of Economic Behavior and Organization. Vol.90(C), pp.100-111.

2013. "Capital Account Policies and the Real Exchange Rate," in NBER International Seminar on Macroeconomics 2012 (ISOM), edited by Francesco Giavazzi and Kenneth D. West. University of Chicago Press. Pp. 7-42.

Dissertations Supervised During the Past Five Years: 7

Distinctions: Research Affiliate at the National Bureau of Economic Research (NBER, Cambridge MA); Research Fellow in the International Macroeconomics programme of the Center for Economic Policy Research (CEPR, London).

48. JELAVICH, Peter (Professor, 2001)

Department/Tenure: History (Tenured)

Education/Academic Experience: PhD, Princeton, 1982.

1998-2001 - Chair, Department of Germanic Studies, The University of Texas at Austin;

Courses Taught: Adam Smith and Karl Marx; Censorship in Europe and the United States; European Socialist Thought; European Intellectual History from Adam Smith to Nietzsche; Social Theory for Historians; Culture, Society, History; Cultural Theory for Historians; Social Theory for Historians

Overseas Experience: Jerusalem, Paris.

Languages: German.

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Cultural and intellectual history of Europe since the Enlightenment, with emphasis on Germany; popular culture, mass culture, and the media

Recent Publications: 2012 – "When Are Jewish Jokes No Longer Funny? Ethnic Humour in Imperial and Republican Berlin." Martina Kessel and Patrick Merzinger, eds., The Politics of Humour: Laughter, Inclusion, and Exclusion in the Twentieth Century. University of Toronto Press. Pp. 22-51.

2012. "Nietzsches 'guter' (und antitheatralischer) Europäer." Erika Fischer-Lichte, Matthias Warstatt and Anna Littmann, eds., Theater und Fest in Europa: Perspektiven von Identität und Gemeinschaft. Tübingen: Francke Verlag. Pp. 305-323.

Dissertations Supervised During the Past Five Years: 3

Distinctions: 2013 - Humboldt-Forschungspreis, Alexander von Humboldt-Stiftung.

49. JOHNSON, Yuki (Director, 2009)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: PhD, University of Minnesota, 1994.

2009 - Johns Hopkins University, Baltimore, MD (Center for Language Education [CLE]), Director of CLE;

Courses Taught: Classical Japanese; Fundamentals of Japanese Grammar; Culture and the Language: Japanese; Beginning Japanese; Intermediate Japanese; Advanced Japanese; Advanced Japanese; History, Culture, and the Language: Japan; Theory and Practice of Foreign Language Instruction

Overseas Experience: Japan, Canada

Languages: Japanese (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Japanese Language.

Recent Publications: 2008 – 2008. "On-Going or Resultative?: Energy-Input Theory for the Aspectual Form Te-iru" Nihongo-gaku to Nihongo Kyooiku. Linguistics and Japanese Language Education Vol. VI. Tokyo: Kurosio Press.

2007 - Fundamentals of Japanese Grammar: Comprehensive Acquisition. Hawaii: University of Hawai'i Press.

Dissertations Supervised During the Past Five Years:

Distinctions: 2008 - Dean's Excellence Award, Faculty of Arts, University of Toronto, PTR.

50. KARGON, Robert (Willis K. Shepard Professor of the History of Science, 1979)

Department/Tenure: History of Science and Technology (tenured)

Education/Academic Experience: PhD, Cornell University, History.

2007 - 2012 - Program Chair, Museum Studies M.A. Program;

2001 - 2012 - Program Chair, Communication M.A. Program 2001-2012.

Courses Taught: Modernity on Display; Concept of the Artificial Human; Science and Utopia; Science and the State; Rise of Modern Science; Urban Modern: Science, Technology and Modernity since 1880; Putting Science to Use: Understanding Applied Science Since the Second Industrial Revolution

Overseas Experience:

Languages:

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: History of the physical sciences, science and social change, history of science and technology in America.

Recent Publications: 2010 – with Miriam Levin et al. 2010. Urban Modernity: Cities and Innovation in an era of International Cultural Change. Cambridge MA. MIT.

2010. "Making Manila Modern: Science, Technology and American Colonialism, 1898-1915" *Historia Scientiarum* 19: 211-224.

2009 – 2009. Science in Victorian Manchester: Enterprise and Expertise. New edition. Piscataway NJ. Transaction Publishers.

Dissertations Supervised During the Past Five Years: 1

Distinctions:

51. KATAGIRI, Satoko (Lecturer, 2003)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: M.A., The Ohio State University, East Asian Languages and Literatures, 2003.

2003 - present - Lecturer, Center for Language Education, Johns Hopkins University;

2007 - present - Adjunct Assistant Professor, Foreign Languages and Asian Studies, University of Maryland University College.

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Slow-Paced Beg Jap II, Beginning Japanese, Upper Intmd Japanese, First Year Japanese, Second Year Japanese, Third Year Japanese, Fourth Year Japanese.

Overseas Experience: Japan

Languages: Japanese (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Japanese Language.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

52. KATZ, Richard (Professor, 1985)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: PhD, Yale University, 1974.

Courses Taught: Comparative Political Behavior, Intro to Quantitative Political Science, Research Seminar on Political Parties.

Overseas Experience: Budapest

Languages:

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: Comparative Politics, Parties, Elections, European politics; American Politics.

Recent Publications: 2013 –The Challenges of Intra-Party Democracy, ed. with William P. Cross. Oxford: Oxford University Press.

2013 - "Should We Believe that Improved Intra-Party Democracy Would Arrest Party Decline?" in William P. Cross and Richard S. Katz (eds), The Challenges of Intra-Party Democracy. Oxford: Oxford University Press. Pp. 49-64.

2012 –"Reforma a los partidos políticos mediante regulación legal," in Francisco Javier Díaz & Lucas Sierra (eds), Democracia con Partidos. Santiago Ceplan. 59-101.

Dissertations Supervised During the Past Five Years: 3

Distinctions:

53. KECK, Margaret (Professor, 1999)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: PhD, Columbia University, Political Science, 1986.

Courses Taught: Comparative Politics of Social Movements, Identity and Nation in Latin American Politics, Research Seminar: Environment and Development in the Third World, Introduction to Latin American Politics, Theories of Comparative Politics, Contentious Politics

Overseas Experience: Brazil

Languages: Spanish & Portuguese (fluent)

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: Comparative Politics, International Relations, Latin American Politics, the Environment, Social Movements.

Recent Publications: 2013 – 2013. With Rebecca Naera Abers, *Practical Authority: Agency and Institutional Change in Brazilian Water Politics*. New York: Oxford University Press.

2013. "Taking to the Streets," on blog Mobilizing Ideas. August 6.

Abers, Rebecca Naera and Margaret E. Keck. 2013. "Representando la diversidad: Estado, sociedades, y "relaciones fecundas" en los consejos gestores." in *representación y Participación Democrática en los Espacios Locales*, eds. Silvia Robin and Alberto Ford. Rosario: Ediciones DelRevés. Pp. 17-52.

2013. "Prefácio," in *Dez Anos de Forum Social Mundial: Diferentes Olhares*. University of Brasília Press.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2014 - Recipient of the 2014 Giovanni Sartori Book Award.

54. KHAN, Naveeda (Assoc Professor, 2003)

Department/Tenure: Anthropology (tenured)

Education/Academic Experience: PhD, Anthropology, Columbia University, New York, 2003.

Courses Taught: Invitation to Anthropology; Machine in Nature; Modern South Asia; Evolution, Ecology, Becoming; Death and Extinction; Colloquia Series; Nature in Romantic Thought

Overseas Experience: Pakistan, Bangladesh

Languages: Urdu/Hindi, Bengali, Arabic (beginning)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Bangladesh: riparian society, engineered landscapes and the theology of ecological consciousness and climate change; Pakistan: Islam and everyday life

Recent Publications: 2013 – "The question of the political: Thinking with Matthew Hull" in Book Symposium *The Government of Paper: The Materiality of Bureaucracy in Urban Pakistan* by Matthew Hull. *Hau: Journal of Ethnographic Theory*. 3(3): 411-415.

2012 – *Muslim Becoming: Aspiration and Skepticism in Pakistan*. Duke University Press.

2011. "The Acoustics of Muslim Striving: Loudspeaker Use in Ritual Practice in Pakistan" *Comparative Studies on Society and History (CSSH)*, 53(3), July: 571-594

Dissertations Supervised During the Past Five Years: 16

Distinctions: 2013 - The American Institute of Pakistan Studies Book Prize for *Muslim Becoming: Aspiration and Skepticism in Pakistan* (2012)

55. KINGSLAND, Sharon (Professor, 1981)

Department/Tenure: History of Science and Technology (tenured)

Education/Academic Experience: Ph.D., University of Toronto, History of Science, 1981.

Courses Taught: Ecology, Health and the Environment; Rise of Modern Science; Science and the State; Seminar in History of Life Sciences; Mixing It Up: Interdisciplinarity in Science

Overseas Experience: Canada

Languages: French (reading)

Percentage of Time Dedicated to International Studies: 75

Research/Teaching Specializations: History of modern biology, especially ecology, genetics, physiology, and behavioral biology; science in America; environmental sciences; urban ecology

Recent Publications: 2012 – "Learning to value ecosystem services," Solutions for a Sustainable and Desirable Future, 2(6). January:101-106 (not refereed).

2010 – "The Beauty of the World: Evelyn Hutchinson's vision of science," in David K. Skelly, David M. Post & Melinda D. Smith, eds., The Art of Ecology: Writings of G. Evelyn Hutchinson. Yale University Press. New Haven and London. Pp. 1-9.

Dissertations Supervised During the Past Five Years: 2

Distinctions:

56. KORINEK, Anton (Assistant Professor, 2013)

Department/Tenure: Economics (untentured)

Education/Academic Experience: Ph.D., Columbia University, Economics, 2007.

2012 - present - Faculty Research Fellow, NBER.

Courses Taught: Evolution and Economics, Macroeconomic Theory.

Overseas Experience: Vienna, Manchester, Stockholm, Budapest.

Languages:

Percentage of Time Dedicated to International Studies: 75

Research/Teaching Specializations: International finance and macroeconomics; capital controls and macro-prudential regulation as policy instruments to reduce the risk of future financial crises.

Recent Publications: 2012 – 2012. "Capital Flows, Crises, and Externalities," Chapter 5 in Allen, Franklin et al., The Global Macro Economy and Finance: Proceedings of the 16th IEA World Congress. Volume III. Palgrave Macmillan.

2011 – 2011. "The New Economics of Prudential Capital Controls: A Research Agenda," IMF Economic Review 59(3), pp. 523-561, August .

2011. "Hot Money and Serial Financial Crises," IMF Economic Review 59(2), pp. 306-339, June.

Dissertations Supervised During the Past Five Years: 25

Distinctions: 2013 - IMF Research Fellowship; 2012 – 2014 - Institute for New Economic Thinking/CIGI Grant; 2012 - BIS Research Fellowship; Excellence in Refereeing Award, AER; 2011 - 2013 - World Bank KCP Research Grant; 2011 - Networks Financial Institute Award

57. KRAMNICK, Jonathan (Professor, 2013)

Department/Tenure: English (tenured)

Education/Academic Experience: Ph.D., Johns Hopkins University, English and American Literature, 1995.

Courses Taught: Restoration and Eighteenth-Century Literature; Novels of Jane Austen; Introduction to Literary Study; Literature and Philosophy, Locke to Wordsworth; Form and Matter

Overseas Experience: United Kingdom

Languages:

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Eighteenth-century literature, literature and philosophy, and literature and science.

Recent Publications: 2012 – "Literary Studies and Science: A Reply to my Critics," *Critical Inquiry* 38: 2: 431-460.

2012 - "Living with Lucretius," in Helen Deutsch and Mary Terrall eds. *Vital Matters: Eighteenth Century Views of Conception, Life, and Death*. Toronto: University of Toronto Press. 13-38.

2011 –"Against Literary Darwinism," *Critical Inquiry* 37:1: 315-347.

Dissertations Supervised During the Past Five Years: 6

Distinctions: 2008 - 2009 - Marta Sutton Weeks Faculty Fellow, Stanford Humanities Center.

58. KRASNOKUTSKAYA, Elena (Assistant Professor, 2010)

Department/Tenure: Economics (untentured)

Education/Academic Experience: Ph.D., Yale University, 2003.

2010 - present - Assistant Professor, Department of Economics, Johns Hopkins University;

2003 - 2010 - Assistant Professor, Department of Economics, University of Pennsylvania.

Courses Taught: Industrial Organization, Introduction to Econometrics, Applied Micro Workshop, Topics in Econometrics, Econometrics.

Overseas Experience: Chile, Russia

Languages: Russian, Spanish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Industrial Organization, Applied Microeconomics, Applied Econometrics.

Recent Publications: 2012 – "Estimating Auction Models with Multi-Dimensional Unobserved Heterogeneity," *International Economic Review*. 53(3).

with Przemek Jesiorski. 2012. "Dynamic Procurement Auctions with Subcontracting," Haas School of Business, conditionally accepted at *Rand Journal of Econometrics*.

with Petra Todd. 2012. "Choice of Product under Regulation: The Case of Chile Pension System". University of Pennsylvania. submitted.

Dissertations Supervised During the Past Five Years: 11

Distinctions: 2009 - 2011 - National Science Foundation Grant # 0922405, "Choice of Product under Regulation: The Case of Chile Pension System," 2009 - 2011, (with Petra Todd)

59. KRAUSS, Andrea (Assistant Professor, 2011)

Department/Tenure: German and Romance Languages and Literatures (untenured)

Education/Academic Experience: Ph.D., Free University of Berlin, Germany, German Language and Literature, 2001.

Courses Taught: Kafka and the Kafkaesque; Contemporary German Literature; Goethe; Weimar on the Pacific; German Exile Culture in the US; Exile literature; Theory and Poetics of Avant-garde literature

Overseas Experience: Berlin, Zurich, Erfurt.

Languages: German

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: German literature, poetics/aesthetics of the 18th century; Literary theory, methodology; German literature after 1945; Exile literature; Cultural theory and analysis, interdisciplinary approaches to literature.

Recent Publications: 2011 – Lenz unter anderem. Aspekte einer Theorie der Konstellation. Berlin, Zurich: diaphanes. 653 pp.

2011 - Modern Language Notes. Vol. 126:3. Editor of the Special. German. Issue: Constellations /Konstellationen. Johns Hopkins University Press.

Dissertations Supervised During the Past Five Years: 6

Distinctions: 2012 - Dean's Award for Excellence in Scholarship, Johns Hopkins University.

60. KWASS, Michael (Associate Professor, 2011)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., University of Michigan, History, 1994.

2011 - present - Associate Professor of History, Johns Hopkins University

Courses Taught: Old Regime France, The Enlightenment, Consumer Revolution, Early Modern France.

Overseas Experience: France

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Early modern France, the French Revolution, globalization.

Recent Publications: 2014 – Contraband: Louis Mandrin and the Making of a Global Underground. Harvard University Press. March.

2013 –Translating Empire: Emulation and the Origins of Political Economy. Harvard University Press. by Sophus A. Reinert, La vie des idées.fr.

2013 - "The Global Underground: Smuggling, Rebellion, and the Origins of the French Revolution," in The French Revolution in Global Perspective, ed. Suzanne Desan, Lynn Hunt, and William Max Nelson. Cornell University Press. 15-32.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2009 - Parks-Heggoy Award for Excellence in Graduate Teaching, Department of History, University of Georgia, April.

61. LARSON, Pier (Professor, 1998) **PROJECT PI**

Department/Tenure: History (Tenured)

Education/Academic Experience: Ph.D., University of Wisconsin—Madison, History, 1992.

2013 – present, Vice Dean for Humanities and Social Sciences, Zanvyl Krieger School of Arts and Sciences, Johns Hopkins University.

2013 – 2014, Director, International Studies Program, Zanvyl Krieger School of the Arts and Sciences, The Johns Hopkins University.

2012 – present, Visiting Professor, Institut d'Études Politiques de Madagascar, Antananarivo, 2012.

2008 - present - Professor, Department of History, The Johns Hopkins University.

2003 - 2008 - Associate Professor, Department of History, The Johns Hopkins University.

1998 – 2003 – Assistant Professor, Department of History, The Johns Hopkins University.

1994 – 1998 – Assistant Professor, Department of History, Penn State University

Courses Taught: History of Africa to 1880; Africa and the World; French African Empire; Indian Ocean: Economy, Society, Diaspora; Intro to African History; Colonial Africa: French African Empire; Decolonization and Nationalism in Africa; History of South Africa; Topics in Early African History; African Fiction as History; Introduction to History of Africa (since 1880)

Overseas Experience: Madagascar, Mauritius, La Réunion, France, South Africa, New Zealand (Antananarivo, Port Louis, Saint-Denis, Paris, Aix-en-Provence, Johannesburg, Cape Town, Auckland)

Languages: English (native), French (fluent), Malagasy (fluent), Norwegian (reading knowledge), Kiswahili (some reading knowledge).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: African history with specializations in East and Southern Africa, Madagascar, the Indian Ocean, French empire, slavery, slave trades, religion, and literacy.

Recent Publications: 2013 - "Slaving in Africa," in *The Princeton Companion to Atlantic History*. Edited by Joseph C. Miller. Princeton University Press.

2013 - "African Slave Trades in Global Perspective," in *The Oxford Handbook of Modern African History*. Edited by Richard Reid and John Parker. Oxford University Press.

2013 - "La rue coloniale: Ratsitanina et la créolité dans l'océan Indien," in Marie Laure Derat, Thomas Vernet, Marie Pierre Ballarin and Henri Médard, *Traite et esclavage en Afrique Orientale et dans l'Océan Indien*. Paris: Karthala.

2011 – "Fragments of an Indian Ocean Life: Aristide Corroller between Islands and Empires," *Journal of Social History*, Volume 45, Number 2, Winter, 366-389.

2009 – *Ocean of Letters: Language and Creolization in an Indian Ocean Diaspora*. (Cambridge, Eng.: Cambridge University Press, 2009) xx + 378p. *Critical Perspectives on Empire Series*. Winner: 2010 Wesley-Logan Book Prize in African Diaspora History, American Historical Association. Finalist: 2010 Melville Herskovits Book Prize for African Studies, African Studies Association of the U.S.

2009 - *Ratsitanina's Gift: A Tale of Malagasy Ancestors and Language in Mauritius*. (Réduit: University of Mauritius Press, 2009) vii + 63p. *Centre for Research on Slavery and Indenture Series*.

Dissertations Supervised During the Past Five Years: 10

Distinctions: 2010 - Winner: Wesley-Logan Book Prize in African Diaspora History, American Historical Association. Finalist: 2010 Melville Herskovits Book Prize for African Studies, African Studies Association of the U.S.

62. LEVIEN, Michael (Assistant Professor, 2013)

Department/Tenure: Sociology (untenured)

Education/Academic Experience: Ph.D., University of California, Berkeley, Sociology, 2013.

Courses Taught: Theories of International Development, Agrarian Change, Sociology of Dispossession.

Overseas Experience: India

Languages: Hindi (advanced speaking, reading, and writing proficiency); Spanish (basic speaking and reading proficiency).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Development sociology, agrarian political economy, political sociology, social theory, ethnography, India.

Recent Publications: 2013 – 2013. "The Politics of Dispossession: Theorizing India's 'Land Wars.'" *Politics & Society* 41(3): 351-394.

2013. "Regimes of Dispossession: From Steel Towns to Special Economic Zones." *Development and Change* 44(2): 381-407.

2012 – 2012. "A Second Double-Movement?: Polanyi and Shifting Global Opinions on Neoliberalism." *International Sociology* 27(6): 724-744.

Dissertations Supervised During the Past Five Years:

Distinctions: 2012 - Leo Lowenthal Fellowship, U.C. Berkeley Department of Sociology; 2011 - Northern California Association of Phi Beta Kappa, Dissertation Fellowship; 2010 - Simpson Memorial Research Fellowship, Institute of International Studies, U.C. Berkeley.

63. LISI, Leonardo (Assistant Professor, 2010)

Department/Tenure: Humanities Center (untenured)

Education/Academic Experience: Ph.D., Yale University, Comparative Literature, 2008.

2010 - Assistant Professor, The Humanities Center, Johns Hopkins University;

Courses Taught: Faust and Philosophy; Topics in Kierkegaard's Philosophy; Introduction to Comparative Literature; Henry James and the Art of the Novel; Modern Tragedy

Overseas Experience: Heidelberg, Copenhagen.

Languages: Danish, German, Spanish, Italian, English, Norwegian, Swedish, French, Portuguese, Latin

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: European literature of the long nineteenth century, European modernism, Kierkegaard and German idealism, tragedy and the tragic, philosophical aesthetics

Recent Publications: 2013 – 2013. *Marginal Modernity: The Aesthetics of Dependency from Kierkegaard to Joyce*. Fordham University Press.

2013 - "W. H. Auden: Art and Christianity in an Age of Anxiety," in *Kierkegaard's Influence on Literature, Criticism and Art. Tome IV: The Anglophone World. Kierkegaard Research: Sources, Reception and Resources. Volume 10*, edited by Jon Stewart, Hampshire and Burlington, VT: Ashgate. Pp. 1-26.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2009 - James M. Motley Scholarship Fund; Awarded by The Johns Hopkins University; Andrew W. Mellon Postdoctoral Fellowship; 2008 - 2010 - Awarded by The Johns Hopkins University.

64. MAO, Douglas (Professor, 2002)

Department/Tenure: English (tenured)

Education/Academic Experience: PhD, Yale University, English, 1993.

Courses Taught: Poetry and Perfect Worlds; British Literature II: Eighteenth Century to the Present; James Joyce; Migrant Modernism; Sacred Spaces and the Novel, 1853-1926

Overseas Experience: United Kingdom

Languages:

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Late nineteenth-, twentieth-, and twenty-first-century British, Irish, and American Literature; interdisciplinary and global approaches to modernism; literary theory; literature and science; gender studies.

Recent Publications: 2013 – 2013. "Woolf, T. E. Hulme, William James, and the Unseen." *Le Tour Critique 2*: 391-406. Published simultaneously as "Woolf, T. E. Hulme, William James, et l'Invisible." *Le Tour Critique 2*: 407-24.

2013. "Blasting and Disappearing." On Wyndham Lewis, celebrity culture, and war photography. *Vorticism: New Perspectives*, edited by Scott Klein and Mark Antliff. Oxford: Oxford Univ. Press. 235-55.

Dissertations Supervised During the Past Five Years: 8

Distinctions:

65. MARLIN-BENNETT, Renee (Professor, 2002)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: Ph.D., MIT, Political Science, 1987.

Courses Taught: Power, Global Political Economy, Politics of Information, Global Political Economy, Contemporary International Politics, Field Survey of International Relations, Imagining Borders

Overseas Experience: London, Oxford

Languages:

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: International relations theory and global political economy; The global political economy of science and technology

Recent Publications: 2011 – Alker and IR: *Global Studies in an Interconnected World*. Routledge.

2011. "I Hear America Tweeting and Other Themes for a Virtual Polis: Rethinking Democracy in the Global InfoTech Age." *Journal of Information Technology and Politics* 8.2, 129-45.

2010 – "Commodified Cadavers and the Political Economy of Spectacle." *International Political Sociology* 4.2, June, 159-177.

2010 - IPE section editor. *International Studies Encyclopedia and International Studies*. Online, ed. by Robert Denemark, general editor (Wiley Blackwell).

Dissertations Supervised During the Past Five Years: 15

Distinctions: 2011 - Fellow, Oxford University, Keble College, Trinity Term 2011; 2010 - Fellow, Birkbeck Institute for the Humanities, University of London, May-July 2010

66. MARRATI, Paoli (Professor of Humanities & Philosophy, 2003)

Department/Tenure: Humanities Center (tenured)

Education/Academic Experience: Ph.D., Marc Bloch University of Strasbourg, France, Philosophy, 1995.

Courses Taught: Critical Thinking and its History; Cinema and Philosophy; The Human and the Inhuman; Conversations between Philosophy and Anthropology; Organism and Machine

Overseas Experience: Bologna, Amiens, Paris.

Languages: Italian, French, English, German, Latin, Greek

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern and contemporary French Philosophy, American Pragmatism and Skepticism, Phenomenology, Philosophy and Cinema, Feminist and Queer Theory.

Recent Publications: 2013 – “Entre espoir et mélancolie. La promesse démocratique du cinéma chez Cavell,” in *L'écran de nos pensées*, E. Domenach ed., Paris: Editions de l'Ecole Normale Supérieure.

2012 – “True Blood, Louisiana 2008-2012. Philosophy and American New TV Series,” in *Modern Language Notes*. Vol. 127, n. 5, 2012.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2014 - Professeure Invitée, Department of Philosophy, Université Paris 1- Sorbonne.; 2012 - Erasmus Mundus EuroPhilosophie Fellowship.

67. MARSHALL, John (Professor, 1997)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., Johns Hopkins University, History.

Courses Taught: John Locke, Popular Culture in Early Modern Europe, London 1580-1830: The History of Britain's capital city, Early Modern Britain and its Empire 1480-1832, Britain from the English Revolution to the Industrial Revolution, History of Occidental Civilization: Europe & the Wider World.

Overseas Experience: London, Birmingham

Languages:

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Early modern Europe, with emphasis on British and intellectual history.

Recent Publications: 2013 – 2013. ‘Whig Thought and the Revolution of 1688-91’ in *The Final Crisis of the Stuart Monarchy: The Revolutions of 1688-91 in their British, Atlantic and European Contexts*, ed. T.Harris and S.Taylor. Boydell and Brewer. pp 57-86

2009 – 2009. *John Locke, Toleration and Early Enlightenment Culture*. Cambridge. 719pp. Paperback edition. Cambridge University Press.

2006 – 2006. *Heresy, Literature and Politics in early modern English Culture*. Cambridge. 305pp: Co-editor with David Loewenstein. Department of English. University of Wisconsin.

2006. ‘Introduction’ and ‘Defining and redefining Heresy up to Locke’s Letters Concerning Toleration’ in D.Loewenstein and J.Marshall (eds) *Heresy, Literature and Politics in early modern English Culture*. Cambridge.

Dissertations Supervised During the Past Five Years: 5

Distinctions:

68. MARTÍNEZ-VÉLEZ, Naiara (Lecturer, 2011)

Department/Tenure: German and Roman Languages and Literatures

Education/Academic Experience: Degree: Translator and interpreter of English (language B) and French (C), University of Valladolid

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Medical Spanish, Advanced Spanish I.

Overseas Experience: Valladolid

Languages: Spanish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish Language.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

69. MIFFLIN, Deborah McGee (Associate Teaching Professor, 1999)

Department/Tenure: German and Roman Languages and Literatures

Education/Academic Experience: Ph.D., Georgetown University, Washington, DC, , German Language, Literature and Applied Linguistics, 2000

2010 - Present - Associate Teaching Professor & German Language Program Director Department of German & Romance Languages & Literatures Johns Hopkins University, Baltimore, Maryland

1999 – 2006 - Lecturer & Coordinator of German Language & Undergraduate Instruction Department of German Johns Hopkins University, Baltimore, Maryland

Courses Taught: German Elements I, German Elements II, German Conversation, Adv German I: Cultural Topics of the Modern German-speaking World, Advanced German II

Overseas Experience: Trier, Leipzig, Dusseldorf, Berlin, Freiburg, Munich.

Languages: German (Proficiency: Superior); Spanish (Proficiency: Intermediate)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: German Language and Literature

Recent Publications: 2000 - Houghton Mifflin, 2000. Was ist deutsch? (An advanced intermediate German cultural reader & textbook) Collaborative authorship.

Dissertations Supervised During the Past Five Years:

Distinctions: 2013 - Award from Pädagogischer Austauschdienst for Summer Seminar for American Germanists; 2011 - Fulbright Stipend for Summer Seminar in Baden-Württemberg

70. MELAMED, Yitzhak (Professor, 2008)

Department/Tenure: Philosophy

Education/Academic Experience: Ph.D., Yale University, Philosophy, 2005.

Courses Taught: Introduction to the History of Modern Philosophy, Spinoza and German Idealism, Topics in Jewish Philosophy: Heresy, Topics in Metaphysics: Mereology, Spinoza's Metaphysics.

Overseas Experience:

Languages: German, French, Latin (proficiency); Russian (spoken); Hebrew (native).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Early Modern Philosophy; Kant and German Idealism; Metaphysics (primarily, tropes, mereology, and time); 19th Century Philosophy; Medieval Philosophy; History & Philosophy of Science; Political philosophy.

Recent Publications: 2014 – 2014. "What is Time?" in Aaron Garrett (ed.), *The Routledge Handbook of Eighteenth Century Philosophy*. London: Routledge. 232-244.

2013 – *Spinoza's Metaphysics: Substance and Thought*. Oxford: Oxford University Press. xxii+232 pp.

Dissertations Supervised During the Past Five Years: 5

Distinctions: 2011 - 2012 - National Endowment for the Humanities - NEH Fellowship; 2011-12 - Project: "Spinoza and German Idealism: A Metaphysical Dialogue".

71. MEYER-FONG, Tobie (Professor, 2000)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., Stanford University, History, 1998.

Courses Taught: Chinese Cultural Revolution, Research Seminar in Chinese History, China: Neolithic to Song, Monuments and Memory In Asian History, Women & Modern Chinese History

Overseas Experience: PR China, Taiwan.

Languages: Classical Chinese, modern Chinese, modern Japanese (excellent reading knowledge); Mandarin (fluent); Japanese (intermediate).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: East Asia, especially social and cultural history of China since 1600.

Recent Publications: 2013 – 2013. *What Remains: Coming to Terms with Civil War in 19th Century China*. Stanford University Press. March.

2013. "Urban Space and Civil War, Hefei 1853-4," *Frontiers of History in China*. 8:4, December: 469–492.

2012 – 2012. "A Question of Taste: Material Culture, Connoisseurship, and Character in the Story of the Stone," in Tina Lu and Andrew Schonebaum, eds. *Approaches to Teaching The Story of the Stone*. MLA Press. December, pp. 208-217.

Dissertations Supervised During the Past Five Years: 5

Distinctions: 2013 - Dean's Award for Excellence in Scholarship.

72. MORGAN, Philip (Professor, 2000)

Department/Tenure: History (Tenured)

Education/Academic Experience: Ph.D., American History, University College London, 1977.

Courses Taught: Revolutionary America, New World Slavery, Research Seminar in Atlantic History, Reading Seminar in Atlantic History.

Overseas Experience: Edinburgh, Paris.

Languages: French

Percentage of Time Dedicated to International Studies: 50

Research/Teaching Specializations: Early Modern colonial British America, slavery.

Recent Publications: 2014 –Early North America in Global Perspective. Co-edited with Molly Warsh. New York: Routledge.

2013 – Neil Safier, "Thinking Atlanticly: A Conversation with Philip D. Morgan," *Atlantic Studies*, 10, no. 4. 431-442.

2012 – *Maritime Slavery*. Abingdon, Oxon: Routledge.

Dissertations Supervised During the Past Five Years: 18

Distinctions: 2013 - 2014 - Professorial Fellowship, University of Edinburgh.

73. MOSS, Anne (Assistant Professor, 2007)

Department/Tenure: Humanities Center (untenured)

Education/Academic Experience: Ph.D., Slavic Languages and Literatures with Minor in History awarded July 2005, 2005.

Courses Taught: Seeing Like a Woman; Russian Avant-Garde Cinema; Readings in Russian Poetry, Prose and Theory; Russian Literary Modernisms; Imagining Revolution and Utopia

Overseas Experience: Russia, Poland

Languages: Russian and Yiddish (proficient); French and German (Reading knowledge).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Russian Realism and Socialist Realism; Soviet cinema; film theory; gender theory and feminist theory; comparative and philosophical approaches to literature and film.

Recent Publications: 2011 – 2011. Review of Nancy Ruttenburg, *Dostoevsky's Democracy*. Princeton 2008. in *Modern Literature Note*. Comparative Literature Issue. 126.5. December. Pp. 1126-1129.

2011. Review of Evgeny Dobrenko, *Stalinist Cinema and the Production of History: Museum of the Revolution*. Yale 2008. in *Journal of Modern History*, 83:4, December, p. 972-974.

Dissertations Supervised During the Past Five Years: 2

Distinctions:

74. MOSS, Kenneth (Associate Professor, 2003)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., Stanford University, Jewish History, 2003.

2003 - present - Assoc. Professor, Felix Posen Chair of Modern Jewish History, Dept. of History and Director, Leonard and Helen R. Stulman Program in Jewish Studies, Johns Hopkins University.

Courses Taught: Modern Jewish History; Jewish Society and Selfhood in the Age of Nationalism: The Religious, Cultural, Civic, and Private Lives of Jews in the Russian Empire

Overseas Experience/Academic Experience: Jerusalem.

Languages: Hebrew, Yiddish, Russian; German, Polish (reading)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern Jewish history; history of Israel; Russia, Poland, and Eastern Europe; Jewish political thought; Hebrew and Yiddish literature and culture

Recent Publications: 2012 – “At Home in Late Imperial Russian Modernity – Except When They Weren’t: New Histories of Russian and East European Jews, 1881-1914,” *Journal of Modern History*. V. 84, 2 June: 401-452.

2009 – *Jewish Renaissance in the Russian Revolution*. Cambridge, MA: Harvard University Press. Winner, Sami Rohr Prize for Jewish Literature, National Jewish Book Council.

Dissertations Supervised During the Past Five Years: 3

Distinctions: 2009 – 2012, Charles A. Ryskamp Fellowship of the American Council of Learned Societies awarded for second book project, *The Unchosen People*

75. MAOYAR, Dean (Associate Professor, 2002)

Department/Tenure: Philosophy (tenured)

Education/Academic Experience: Ph.D., University of Chicago, Committee on Social Thought, 2002.

Courses Taught: Philosophic Classics; Alienation; Topics in Hegel's Philosophy: Morality and Right; Philosophic Classics; Foundations of Modern Political Philosophy; Heidegger: Being and Time

Overseas Experience: Germany

Languages: German

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: German Idealism, Political Philosophy, Metaethics; Philosophy of Law, Philosophy of Action, 19th and 20th Century Continental Philosophy, Early Modern Philosophy.

Recent Publications: 2013 – 2013. “Fichte, J.G.,” in *International Encyclopedia of Ethics*. Wiley-Blackwell.

2012 - “How the Good Obligates in Hegel's Conception of Sittlichkeit: A Response to Robert Stern's Understanding Moral Obligation,” *Inquiry*, Volume 5, Issue 6, 2012, 584-605.

2012. “Thought and Metaphysics: Hegel's Critical Reception of Spinoza,” in *Spinoza and German Idealism*, edited by Eckart Förster and Yitzhak Melamed. Cambridge University Press. 197-213.

2012 - “Reply to Howard, De Nys, and Speight,” *The Owl of Minerva* 43: 1-2, 149-177.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2013 - Humboldt Foundation Fellowship for Advanced Researchers; 2012 - Berlin Prize, Dirk Ippen Fellow, American Academy in Berlin (Fall 2012).

76. NAKAO, Makiko (Lecturer, 1994)

Department/Tenure: Center for Language Education (Untenured)

Education/Academic Experience: M.A., Miami University, OH, Cultural Anthropology, 1989

1993 - present - Lecturer in Japanese, The Johns Hopkins University, MD.

Language Pedagogy Training:

Courses Taught: Beginning Japanese; Advanced Japanese; First Year Japanese; First Year Japanese II; Second Year Japanese; Second Year Japanese II; Third Year Japanese; Fourth Year Japanese

Overseas Experience: Japan

Languages: Japanese (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Japanese Language.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

77. NEEFS, Jacky (Professor, 2006)

Department/Tenure: German and Romance Languages and Literatures (tenured)

Education/Academic Experience: Ph.D., Paris 8 University, French, 1987.

2006 - present - Professor, French Literature, The Johns Hopkins University (James M. Beall Professor of French Literature, since 2010).

Courses Taught: How to Read Proust...and Love it; Reading Poetry; Narratives of Ordinary; Introduction à la littérature française; The Making of the Work: Introduction to Genetic Criticism; Flaubert's Bovary

Overseas Experience: Paris, Saint Petersburg

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: 19th-century French literature.

Recent Publications: 2009 – 2009. “Le Flaubert de Du Bos”, Flaubert Revue critique et génétique. <http://flaubert.revues.org/>. January.

2009. “Colères de Flaubert”, in Colères d'écrivains, Jean-Pierre Martin ed., éditions Cécile Defaut, March.

2009. “Modernités de Bouvard et Pécuchet, Borgès, Queneau”, in Œuvres et Critique, “Écrivains contemporains lecteurs de Flaubert”. May.

Dissertations Supervised During the Past Five Years: 13

Distinctions:

78. OBARRIO, Juan (Assistant Professor, 2007)

Department/Tenure: Anthropology (untenured)

Education/Academic Experience: Ph.D, Columbia University, New York, Anthropology, 2007.

Courses Taught: Healing: Politics and Poetics; Invitation to Anthropology; Political Anthropology; Ethnography of Emergence; (Im)possible community; Before the Law; Logic of Anthropological Inquiry

Overseas Experience: Buenos Aires, Maputo, Nampula

Languages: Spanish & Portuguese (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: The political, law and temporality, theology in relation to state and the economy, memory and subjectivity, magic, violence, value, experimental writing; Southern Africa, Latin America.

Recent Publications: 2014 – The Spirit of the Laws in Mozambique. University of Chicago Press.

2014 - Corps Etranger. Editions Belin, Paris. Spring.

2014 - Legados, genealogias y memorias poscoloniales en America Latina: Escrituras fronterizas desde el Sur. Ediciones Godot. Buenos Aires.

2012 – Editor of Theorizing the Contemporary, Special online issue on Jean and John Comaroff's book "Theory from the South". Cultural Anthropology February.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2012 - Milstein Fellowship, Ministry of Science and Education, Argentina.

79. ONG, Yi-Ping (Assistant Professor, 2010)

Department/Tenure: Humanities Center (untenured)

Education/Academic Experience: Ph.D., Harvard University, English, 2009.

Courses Taught: The Literature of the Everyday; Forms of Moral Community: The Post-1950 Anglophone Novel; Forms of Moral Community: The Contemporary World Novel; The Modernist Novel

Overseas Experience: China, Japan

Languages: Japanese (Advanced), French (Intermediate Reading), Chinese (Basic Mandarin, Conversant in Cantonese).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Nineteenth and Twentieth-Century Literature and Philosophy, the Novel, Modernism, Existentialism, Ethics and Justice in Contemporary Anglophone Literature.

Recent Publications: 2012 – "Smoke Gets in Your Eyes: Mad Men and Moral Ambiguity," Special Issue on Television and Philosophy. The Comparative Literature Issue of Modern Language Notes, 127:5: 1013-39.

2011 – "Of Voice and Vulnerability: Experience as Inexperience in Cavell's Little Did I Know," The Comparative Literature Issue of Modern Language Notes 126:5: 962-71.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2013 - 2014 - External Faculty Fellow, Humanities Center, Stanford University, 2013-2014; 2010 - Howard Mumford Jones Prize - Best doctoral dissertation on some aspect of literature between 1789 and 1917, Department of English, Harvard University, 2010.

80. PACKARD, Randall (Professor, 2002)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., University of Wisconsin

2002 – present, Professor, Institute of the History of Medicine and History Department, Johns Hopkins University

- 2002 Professor, Emory University

Courses Taught: History of International Health and Development

Overseas Experience: South Africa, DRC, Tanzania, Uganda

Languages:

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Social history of disease and healing in Africa, history of public health, history of colonial and post-colonial medicine.

Recent Publications: 2009 – “Roll Back Malaria, Roll in Development’? Reassessing the Economic Burden of Malaria,” *Population and Development Review* 35. 53-87.

2007 – *The Making of a Tropical Disease, a Short History of Malaria*, Baltimore, Johns Hopkins University Press.

Dissertations Supervised During the Past Five Years: 3

Distinctions:

81. PAHL, Katrin (Associate Professor, 2005)

Department/Tenure: German and Romance Languages and Literatures (Tenured)

Education/Academic Experience: Ph.D., University of California, Berkley, 2001.

2012 - present - Associate Professor of German, Johns Hopkins University;

2005-2012 - Assistant Professor of German.

Courses Taught: Kleist; Thinking Emotionality with Hegel; The Making of Modern gender; Classic German Theater; Bodies and Pleasures; Theater: Drama, Performance, Theory; Friedrich Nietzsche

Overseas Experience: Berlin

Languages: German, English, French, Spanish, Latin (Advanced Reading Proficiency)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern German thought and literature (historical focus around 1800); affect and emotion theory; gender studies; feminist theory; comparative literature; literary theory.

Recent Publications: 2013 – 2013. “Nicht ganz so menschliche Geselligkeit und der Kaffeter,” *Kollektivität nach der Subjektkritik. Geschlechtertheoretische Positionen*, ed. Gabriele Jähnert, Karin Aleksander, and Marianne Kriszjo, Bielefeld: transcript Verlag.

2012 – 2012. *TROPES OF TRANSPORT: HEGEL AND EMOTION*. Northwestern University Press.

Dissertations Supervised During the Past Five Years: 15

Distinctions: 2008 - 2008 Fellow, Cluster of Excellence “Languages of Emotion,” Freie Universität Berlin

82. PANDIAN, Anand (Associate Professor, 2007)

Department/Tenure: Anthropology (Tenured)

Education/Academic Experience: Ph.D., University of California, Berkeley, Sociocultural Anthropology, 2004.

2011-present - Associate Professor of Anthropology, Johns Hopkins University

2007-2011 - Assistant Professor of Anthropology, Johns Hopkins University

Courses Taught: Creative Expression, Anthropology of Media, Proseminar, Anthropology and Fiction, Encountering Experience, Ethnographic Writing, Desire and Anthropology, Methods Course

Overseas Experience: India

Languages: Hindi

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations:

Recent Publications: 2014 – 2014. Subramaniapuram: The Tamil Film in English Translation, edited volume. Blaft Publications.

2013 – “In the Light of Experience: An Indian Cameraman,” *Bioscope* 4(1): 81-92.

2012 – Mitcham Meethi: Oru Anubava Kanakku [What Still Remains: A Ledger of Experience], with M. P. Mariappan, in Tamil, Kalachuvadu Publications.

Dissertations Supervised During the Past Five Years: 4

Distinctions: 2011 - Stirling Prize for Best Published Work in Psychological Anthropology

83. PAQUETTE, Gabriel (Professor, 2011)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., University of Cambridge, History, 2006.

2014 – present: Full Professor, Department of History, Johns Hopkins University

2011 - 2014 - History Department. Assistant Professor, Johns Hopkins University.

Courses Taught: The Age of Revolutions; Ibero-Atlantic History; Global Iberian Empires 1400-1800; History of Occidental Civilization: Europe & the Wider World; Latin American Independence

Overseas Experience: Cambridge, Lisbon, Madrid, Seville

Languages: Portuguese (Advanced: speaking, reading, writing), Spanish (Advanced: speaking, reading, writing), French (University level 3 years) and Italian (University level 1 year).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Portugal, Spain, and their empires (c. 1650-1975); Atlantic history; Brazilian history since c. 1700; history of international relations; Colonial Spanish American history.

Recent Publications: 2013 – 2013. *Imperial Portugal in the Age of Atlantic Revolutions: The Luso-Brazilian World, c. 1770-1850.* Cambridge: Cambridge U.P. Pp. xiv + 450.

2013. “Portugal and the Luso-Atlantic World in the Age of Revolutions”. *História. Universidade Estadual Paulista. UNESP, Brazil.* 32:1: 175-189.

Dissertations Supervised During the Past Five Years: 5

Distinctions: 2013 - University of Cambridge. Balzan-Skinner Fellowship. Spring 2013; 2012 - Notre Dame Institute for Advanced Study. Distinguished Guest Fellowship. Spring 2012

84. PEREDA, Felipe (Professor, 2011)

Department/Tenure: History of Art (Tenured)

Education/Academic Experience: Ph.D., Universidad Autónoma de Madrid, Art History, 1996.

Courses Taught: Art and Faith in Golden Age Spain; Art & Reform in Renaissance Spain; History of Art: Histories, Methods, Theories; Sacred Images in Early Modern Spain; Velázquez and 17th Century

Overseas Experience: Madrid

Languages: Spanish, English (reading, speaking and writing knowledge); Italian, French (reading and speaking knowledge); German, Latin (reading knowledge); Hebrew (beginner).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Late Medieval and Early Modern Spanish Art.

Recent Publications: 2013 – BC: ““Eyes that they should not see, and ears that they should not hear”: Literal Sense and Spiritual Vision in the “Fountain of Life”, in Ralph Dekoninck, ed., *Fiction sacrée. Spiritualité et esthétique durant le premier âge moderne*. Peeters. pp. 113-155

2013 - [in Spanish] “Ojos que no ven, oídos que no oyen. Sentido espiritual y visión espiritual en la ‘Fuente de la Vida’”, en *Gótico en frontera*. Rocío Sánchez Ameijeiras (ed.). Murcia. in press.

Dissertations Supervised During the Past Five Years:

Distinctions: 2007-2008 - Samuel H. Kress Senior Fellow, Center for Advanced Studies in the Visual Arts (CASVA), National Gallery of Art, Washington D.C.

85. POOLE, Deborah (Professor, 2002)

Department/Tenure: Anthropology (Tenured)

Education/Academic Experience: Ph.D. Anthropology, University of Illinois (Champaign-Urbana), 1984

2002 - present - Professor, Department of Anthropology, Johns Hopkins University

Courses Taught: Invitation to Anthropology, Visual Economies in the Americas, Senses of Community, Intimacy & Corruption, The Nature of Extraction, The Place of Law, Anthropology of Material Worlds

Overseas Experience: Peru, Cusco, Oaxaca

Languages: Spanish (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations:

Recent Publications: 2012 – “Photography in the History of Race and Nation.” *Latin American Studies*. Oxford Bibliographies Online. Ed. B. Vinson [<http://www.oxfordbibliographies.com>]

2012 - “Unsettling Identities: Costume, Excess and Play in the Oaxacan Photographic Archive.” *In* I. Kummels ed. *Espacios Mediáticos: cultura y representación en México*, pp 42-75. Berlin

Dissertations Supervised During the Past Five Years: 5

Distinctions:

86. PORTUONDO, Maria (Associate Professor, 2008)

Department/Tenure: History of Science and Technology (Tenured)

Education/Academic Experience: Ph.D., Johns Hopkins University, History of Science and Technology, 2005.

2012 - present - Associate Professor (Tenured), History of Science and Technology Dept., Johns Hopkins University

2008 - 2012 - Assistant Professor (Tenure-accruing), History of Science and Technology Dept., Johns Hopkins University

Courses Taught: Science and Technology in Latin America; Seminar in the History of Technology; Exploration and Science; Scientific Revolution; Ancient Philosophy and Early Modern Science; Technological Transformations

Overseas Experience: Madrid

Languages: Spanish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Early modern cosmography; astronomy and natural history; early modern natural philosophy; science and technology in Spain and Latin America.

Recent Publications: 2010 – “The Study of Nature, Philosophy and the Royal Library of San Lorenzo of the Escorial.” *Renaissance Quarterly* 63.4: 1106-1150.

2009 – “Astronomical Flashpoint: José de Sigüenza, García de Céspedes, and the Observatory of the Escorial.” *Colorado Review of Hispanic Studies* 7: 101-17.

2009 - “Lunar Eclipses, Longitude and the New World.” *Journal of the History of Astronomy* 40: 249-76.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2010 - John E. Fagg Prize from the American Historical Association recognizing a book on the history of Spain, Latin America or Portugal

87. RAJAB, Baraa (Lecturer, 2014)

Department/Tenure: Center for Language Education (Untenured)

Education/Academic Experience: MA. English Linguistics. George Mason University, 2010.

2011-14, Graduate Lecturer of Arabic

2010 - 2011, Graduate Teaching Assistant for Linguistics.

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: will teach Arabic sequence

Overseas Experience:

Languages: Arabic (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Linguistics, Foreign Language Education, Morocco.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

88. RAMOS, Maria del Rosario (Senior Lecturer, 2008)

Department/Tenure: German and Roman Language and Literatures (Untenured)

Education/Academic Experience: Ph.D. Hispanic-American Literature, Johns Hopkins University, 1999

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Spanish for International Relations, Translation for the Professions, Medical Spanish, Business Spanish, Conversational Spanish.

Overseas Experience:

Languages: Spanish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish Language

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

89. ROMAN, Hannah (Junior Lecturer, 2013)

Department/Tenure: German and Roman Language and Literatures (Untenured)

Education/Academic Experience:

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Literature and Science in France 1750-1880.

Overseas Experience:

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: French Language

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

90. ROMERO, Sara Urruticoechea (Lecturer, 2012)

Department/Tenure: German and Roman Language and Literatures (Untenured)

Education/Academic Experience: MA, TESSOL and Spanish Literature, West Virginia University, 2012

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Introduction to the African Diaspora, Women in African History.

Overseas Experience:

Languages: Spanish (fluent), Italian and French (beginning)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish language

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

91. ROOS, Suzanne (Senior Lecturer, 1993)

Department/Tenure: German and Roman Language and Literature (Untenured)

Education/Academic Experience: M. Phil., Comparative Literature, Yale University, 1990

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: The French New Wave, Topics in French Cinema: Immigration, identité, différence culturelle, Intermediate French I, Intermediate French II, Introduction to Film Theory.

Overseas Experience: Paris

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Intermediate French

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

92. ROSENTHAL, Jesse (Assistant Professor, 2010)

Department/Tenure: English (untenured)

Education/Academic Experience: Ph.D., English and Comparative Literature, 2009.

Courses Taught: Victorian Realisms; 19th Century British Novel; Hardy, Conrad, James; Class Fictions; Theory of the Novel; Jane Austen; Realism: Theory and Practice; Large Novels.

Overseas Experience: United Kingdom

Languages:

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Nineteenth-century British literature and culture; history of the novel; narrative theory; digital humanities; quantitative textual analysis; Victorian ethics; modern moral and ethical theories; Victorian subgenres; British modernism; mathematics and literature

Recent Publications: 2013 – 2013. “Being in the Plot: Action, Intuition, and Trolleys.” *boundary 2*. 40.2.

2010 – 2010. “The Large Novel and the Law of Large Numbers, or Why George Eliot Hates Gambling.” *ELH* 77.3

2010. Review of Caroline Levine and Mario Ortiz-Robles, eds., , *Narrative Middles: Navigating the Nineteenth-Century Narrative*. Ohio State. in *RAVON* 63

2010. Review of John R. Reed, *Dickens’s Hyperrealism*. Ohio State. in *Victorian Studies* 54.2.

Dissertations Supervised During the Past Five Years: 2

Distinctions: 2009 - 2010 - Post-Doctoral Fellowship, Johns Hopkins University English Department; 2009 - M. C. Cohen Prize for Best Dissertation. Columbia University Department of English; 2007-2008 - Mrs. Giles Whiting Foundation Dissertation Fellowship.

93. ROWE, Erin (Assistant Professor, 2005)

Department/Tenure: History (untenured)

Education/Academic Experience: Ph.D., Johns Hopkins University, History, 2005.

Courses Taught: Conflict and Co-Existence: The Early Modern Mediterranean; Sex and Society in Early Modern Europe; Bones, Blood, and Ecstasy: Religious Culture in Western Christendom, 1100-1700;

Overseas Experience: Rome, Madrid, Seville

Languages: Spanish and Portuguese (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Early modern Spain; the Mediterranean; saints and sanctity; women and gender.

Recent Publications: 2011 – *Saint and Nation: Teresa of Avila, Santiago, and Plural Identities in Early Modern Spain*. University Park: Penn State University Press.

2006 – “St. Teresa and Olivares: Patron Sainthood, Royal Favorites, and the Politics of Plurality in Seventeenth-Century Spain,” *Sixteenth Century Journal* 37, no. 3, 721-737.

Dissertations Supervised During the Past Five Years: 1

Distinctions: 2013 - CAORC Multi-Region Research Grant 2013; 2013 - Franklin Research Grant, American Philosophical Society 2013; 2011 - Summer Research Award, University of Virginia 2011; 2009 - Summer Research Award, University of Virginia 2009.

94. ROWE, William (John and Diane Cooke Professor of Chinese History, 1994)

Department/Tenure: History (Tenured)

Education/Academic Experience: Ph.D., Columbia University, East Asian Languages and Cultures, 1980.

Courses Taught: Society & Social Change in 18th Century China, Historiography of Modern China, Early Modern China, 20th-Century China, Seminar in Modern Chinese History, Problems in Chinese Urban History.

Overseas Experience: Paris, Beijing, Tokyo

Languages: Mandarin Chinese

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern East Asia, especially socioeconomic, urban history.

Recent Publications: 2013 – 2013. *China's Last Empire: The Great Qing*, Harvard University Press, 2009 - Paperback edition 2012. Chinese language edition: *Zhongguo zuihou de diguo: Daqing wangchao*. Taipei: National Taiwan University Press.

2013 - "Chinese Cities, 1300-1900," in Peter Clark, ed., *The Oxford Handbook of Cities in World History*. Oxford: Oxford University Press.

Dissertations Supervised During the Past Five Years: 5

Distinctions: 2009 – Career honored in Special issue of *Late Imperial China*; 2010 – Career honored in *Qingshi yicong* (Beijing).

95. RUIZ-PEREZ, Sergio (Lecturer, 2011)

Department/Tenure: German and Roman Language and Literatures (untenured)

Education/Academic Experience: MA Spanish Literature and TESSOL, 2011, West Virginia University

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Conversational Spanish, Intermediate Spanish I.

Overseas Experience:

Languages: Spanish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish Language.

Recent Publications: Valladolid

Dissertations Supervised During the Past Five Years:

Distinctions:

96. RUSSO, Elena (Professor, 2000)

Department/Tenure: German and Romance Languages and Literatures (Tenured)

Education/Academic Experience: Ph.D, Princeton University, Romance Languages and Literatures, 1988.

Courses Taught: Introduction à la Littérature Française; Post-Revolutionary Passions; The Idea of Literature; Tragedy on Stage and in Theory; Le Grand Siècle: Construction of a Myth; Montesquieu; Libertins, Athées, Imposteurs; Jean-Jacques Rousseau: Enlightenment & Dissent; Writers Confront Time, Posterity and Survival; The Pleasures of Tragedy; Diderot, Power and Representation

Overseas Experience: Paris

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: French Enlightenment, Seventeenth and Eighteenth-Century Aesthetic Theory, Sociability and Social Thought in the Classical Age, Cultural and Intellectual History of Early-Modern France, Literary Theory.

Recent Publications: 2014 – “Marivaudages tragiques: le parallèle entre Marivaux et Racine,” *Studies on Voltaire and the Eighteenth Century*. Oxford University Studies in the Enlightenment. p. 97-108, April.

2013 – “Parrêsia, persiflage, falsification: le Vanini de Voltaire,” *Romanic Review*. 103.3-4, p. 527-552. November.

2011 – “Diderot Dentellière: la description des arts dans l’Encyclopédie,” *Modern Language Notes*. Vol. 126, issue 4, September, p. 853-868.

Dissertations Supervised During the Past Five Years: 2

Distinctions:

97. SAINI, Uma (Senior Lecturer, 2000)

Department/Tenure: Center for Language Education (Untenured)

Education/Academic Experience: M.A. Applied Linguistics/ TESOL, American University, Washington, DC

2002-2009 - Director, Language Teaching Center, Johns Hopkins University.

Language Pedagogy Training: M.A. Applied Linguistics/ TESOL, American University, Washington, DC.; M.A. Sanskrit Honors in Literature and Grammar, Delhi University, India.

Courses Taught: Beginning Hindi I, Beginning Hindi II, Beginning Sanskrit II, Intermediate Hindi I, Hindi/Urdu Conversation Through Films, Intermediate Hindi II, First Year Hindi I, Second Year Hindi I, Second Year Hindi II, Third Year Hindi I.

Overseas Experience: Delhi

Languages: Hindi (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Hindi Language.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

98. SAMILENKO, Olya (Adjunct Associate Professor, 1989)

Department/Tenure: Center for Language Education (Untenured)

Education/Academic Experience: Ph.D. Slavic Languages and Literatures, University of Michigan, Ann Arbor, 1984.

2007 - American University of Antigua College of Medicine, New York, NY, Educational Program Consultant and Editor;

2000 - present - Director, Goucher College / JHU Cooperative Program in Russian Language & Lit.

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Russian Conversation & Comprehension, Chekov, Elements of Russian I, Intro to Russian Lit I, Elementary Russian II, Chekov and the Short Story.

Overseas Experience: Russia

Languages: Russian (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Slavic Language and Literature

Recent Publications: 2009 – The Russian Program is Alive and Well, Letters to the Editor, The Johns Hopkins Newsletter, April 2.

Dissertations Supervised During the Past Five Years:

Distinctions: 2010 - Provost's Faculty Recognition Award for Outstanding Teaching, Goucher College; 2009 - Phenomenal woman at Goucher College Award; 2002 - Crosby Grant recipient to integrate multi-media into Russian courses.

99. SCHILLING, Derek (Professor, 2013)

Department/Tenure: German and Romance Languages and Literatures (Tenured)

Education/Academic Experience: Ph.D., University of Penn., Romance Languages (French), 1998.

Courses Taught: Esthétique et politique dans la France des années 50 et 60; Limit-Experience, Limit-Texts; L'entre-deux-guerres en toutes lettres [French Literature Between the Wars]; Introduction à la littérature française II; Les écritures contemporaines aux confins des genres [Contemporary French Writing Beyond the Genres; Temps et récit dans le cinéma français; Fictions d'espace: géopoétique du roman de langue française; Film Theory and Critical Methods;

Overseas Experience: Paris

Languages: English, French (native-like), Spanish, German, Catalan.

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern and contemporary French literature, film esthetics and theory, geocriticism, urban and suburban studies.

Recent Publications: 2007 – Eric Rohmer, "French Film Directors" series, eds. Diana Holmes and Robert Ingram. Manchester, U.K.: Manchester University Press. Pp. 214.

2006 – Mémoires du quotidien: les lieux de Perec, Villeneuve d'Ascq: Presses universitaires du Septentrion. Pp. 192.

Dissertations Supervised During the Past Five Years: 4

Distinctions: 2010-2011 - Fellow, Center for Critical Analysis, Rutgers University.

100. SANCHEZ SERRANO, Loreto (Associate Teaching Professor, 1999)

Department/Tenure: German and Roman Language and Literatures (untenured)

Education/Academic Experience: PhD, University of Maryland, Baltimore County, 2005

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Community Based Learning - Spanish Language Practicum, Spanish Language Practicum-Community Based Learning, Curso de Perfeccionamiento.

Overseas Experience:

Languages: Spanish & Portuguese (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish language, Computer-assisted language learning

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

101. SHEPARD, Todd (Associate Professor, 2008)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., Rutgers University-New Brunswick, Modern European History, 2002.

2012 - present - Co-Director, Program in the Study of Women, Gender, and Sexuality, JHU.

Courses Taught: Empire and Sexuality in Modern European History; Occ Civ: Modern Europe; France and the Maghreb in Modern European History; The French-Algerian War, 1945-1962

Overseas Experience: Paris, Algiers, Oran

Languages: French (fluent), German (reading)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern France and French empire, decolonization, gender and sexuality.

Recent Publications: 2013 – “Algerian Nationalism, Zionism, and French Laïcité: A History of Ethno-Religious Nationalisms and Decolonization”. *International Journal of Middle Eastern Studies* 45. August. 445-467.

2012 – “Making the Exodus from Algeria ‘European’: Family and Race in 1962 France,” in *Routing Diasporas: Labor, Citizenship, Empire*, eds. Sukanya Bannerjee, Aims McGuinness, and Steven C. McKay. Bloomington: Indiana University Press. 44-66.

Dissertations Supervised During the Past Five Years: 4

Distinctions: 2013 - Professeur invité, Université Paris VIII, January 2013; 2012 - American Institute for Maghrib Studies Research Fellowship

102. SILVER, Beverly (Professor, 2002)

Department/Tenure: Sociology (Tenured)

Education/Academic Experience: Ph.D., State University of New York - Binghamton, Sociology, 1992.
2012 - Director, Arrighi Center for Global Studies, Johns Hopkins University.

Courses Taught: Social Theory, Macro-comparative Research Methods, Labor in the World System, World Systems Analysis, Global Social Change Research Seminar, Dissertation Seminar

Overseas Experience: Italy, Germany, China

Languages: Italian

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Historical capitalism, comparative and world-historical research methods, global inequality and development, labor and social movements.

Recent Publications: 2014 – “Theorizing the Working Class in 21st Century Global Capitalism”, in M. 2014. Atzeni, Workers and Labour in a Globalised Capitalism: Contemporary Themes and Theoretical Issues. Palgrave. 46-69.

Dissertations Supervised During the Past Five Years: 18

Distinctions: 2011-2015 - Senior Fellow, Kolleg Postwachstums- gesellschaften, Institut für Soziologie, Friedrich-Schiller-Universität Jena, Germany.

103. SONG, Jayoung (Lecturer, 2014)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: Ph.D. Foreign Language Education. University of Texas at Austin, 2014

2012-14 - Korean Lecturer, Korean School, Austin;

2013 - ESL Instructor, University of Texas.

Language Pedagogy Training (language lecturers only):

Courses Taught: will teach Korean sequence

Overseas Experience: Korea

Languages: Korean (native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Linguistics, Foreign Language Education, Korea.

Recent Publications: 2014 – 2014. The incidental acquisition of English prepositions through enhanced extensive reading instruction. The RELC journal, 45(1).

2013 – 2013. Review of Ekbatani. The Electronic Journal of ESL, 16(4).

2013. Second language learning in a virtual world. Proceedings of Society for Information Technology & Teacher Education Int'l Conference 2013.

Dissertations Supervised During the Past Five Years:

Distinctions:

104. STAHL, Neta (Assistant Professor, 2008)

Department/Tenure: German and Romance Languages and Literatures (untenured)

Education/Academic Experience: Ph.D., Tel Aviv University, Poetics and Comparative Literature, 2005.

Courses Taught: Between the Sacred and the Secular in Modern Hebrew Literature; Who is the Other?; Israeli Literature and Film; The Jewish Jesus; The Other in Israeli Culture; Realism and Anti Realism in Modern Jewish Literature; The Israeli Novel; Contemporary Israeli Cinema; Israeli poetry

Overseas Experience: Israel

Languages: Hebrew (Native); English (Fluent); German and Yiddish (Proficient)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern Hebrew literature, religion and literature, narrative theory, genre theory.

Recent Publications: 2013 - Other and Brother: The Figure of Jesus in the 20th Century Jewish Literary Landscape. New York: Oxford University Press. 248 pp.

2012 – Jesus among the Jews, ed. Neta Stahl. London and New York: Routledge.

2008 – TZELEM YEHUDI: Representations of Jesus in Twentieth Century Hebrew Literature (in Hebrew). Resling Academic Press: Tel Aviv. 231 pages.

Dissertations Supervised During the Past Five Years: 1

Distinctions: 2004 The Memorial Foundation for Jewish Culture, Doctoral fellowship; 2003 Posis Fellowship, Tel Aviv University, Humanities; 2005 The Koret Foundation, Prize for First Book in Jewish Studies.

105. STROWICK, Elisabeth (Professor, 2008)

Department/Tenure: German and Romance Languages and Literatures (tenured)

Education/Academic Experience: Ph.D., Hamburg, Germany, German Language and Literature, 1998.

Courses Taught: Franz Kafka: The Power of Writing; Poetics of Possibility; Sigmund Freud; Aesthetics of Description; Weimar Cinema; Boredom: The Empty Time of Writing; Thomas Mann; Uncanny Realism

Overseas Experience: Germany.

Languages: German (Native)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern German literature and thought, literary theory, poetics of knowledge.

Recent Publications: 2009 – 2009. Sprechende Körper – Poetik der Ansteckung. Performativa in Literatur und Rhetorik. München: Fink. 368 pages.

2002 – 2002. Passagen der Wiederholung. Kierkegaard – Lacan – Freud. Stuttgart, Weimar: Metzler. 504 pages. Reviewed in: MLN, Vol. 117, No. 3. German Issue. Baltimore: Johns Hopkins University Press. 675-681.

Dissertations Supervised During the Past Five Years: 6

Distinctions: 2010 - 2011 - Faculty Mentor, Dean's Teaching Fellowship recipient; 2010-11: Caroline Domenghino ("Between Literature and Science: Johann Wolfgang von Goethe"); 2012 - 2013 - Faculty Mentor, Dean's Teaching Fellowship recipient; 2012-13: Doreen Densky ("Case Studies: Law in Literature") (declined for Mellon/ACLS Dissertation Completion fellowship 2012-2013).

106. TOBIAS, Rochelle (Professor, 2003)

Department/Tenure: German and Romance Languages and Literatures (tenured)

Education/Academic Experience: Ph.D., University of California, Berkeley, Comparative Literature, 1996.

Courses Taught: From Kultus to Kultur: Poetry, Tragedy, and the Ritual of Art; Detective Fiction in its Nascence; Drifters, Footprints, Telling Time; Introduction to German Poetry; Modern Poetry; Ghost Stories, Haunted House and Other Occult Phenomena; Heidegger and the Poet

Overseas Experience: Germany

Languages: German (near-native fluency), French (reading, writing, and speaking), Yiddish (reading knowledge).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern German literature and thought, German-Jewish culture.

Recent Publications: 2013 – 2013. "Paul Celan," DeGruyter Encyclopedia of the Bible and its Reception, ed. Hans-Josef Klauck, Bernard McGinn et.al. Berlin: DeGruyter.

2012 – "Introduction to the Special Issue," Modern Language Notes 127:3. April. 427-32.

Dissertations Supervised During the Past Five Years: 7

Distinctions: 2009 - Fellow, Center for Advanced Studies, Ludwig-Maximilians-Universität München, June 2009.

107. TRACY, Michelle (Lecturer, 2007)

Department/Tenure: German and Roman Language and Literatures

Education/Academic Experience: MA, Johns Hopkins University, 2006

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Spanish Elements I; Spanish Elements II

Overseas Experience: Spain

Languages: Spanish (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish Language

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

108. TSAI, Kellee (Professor, 2007)

Department/Tenure: Political Science (tenured)

Education/Academic Experience: 1999 - Ph.D., Political Science, Columbia University.

2010 - present - Vice Dean for Humanities and Social Sciences, JHU;

2010 - present - Co-Director, Benjamin & Rhea Young Center for China Collaborative Studies, JHU;

2008 - 2010 - Director, East Asian Studies Program, JHU.

Courses Taught: China and the Global Political Economy, Domestic Politics of Contemporary China, Theories-Comp Politics, Advanced Topics in Contemporary Chinese Politics, Introduction to the History of Modern Philosophy.

Overseas Experience: China, Taiwan

Languages: Mandarin (advanced), Taiwanese (native).

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Comparative Politics, Political Economy of Development, Chinese Politics, International Political Economy.

Recent Publications: 2011 – with Saadia M. Pekkanen. 2011. "The Politics of Ambiguity in Asia's Sovereign Wealth Funds," *Business and Politics* 13, 2, August).

2011. "Friends, Family, or Foreigners? The Political Economy of Diasporic FDI and Remittances in China and India," *China Report* 47, 2, May.

with Jin Zeng. 2011. "The Local Politics of Restructuring State-Owned Enterprises in China," in Jean Oi, ed., *Corporate Restructuring in China: The Need for Institutional Change*. Washington D.C.: The Brookings Institution Press.

Dissertations Supervised During the Past Five Years: 8

Distinctions: 2012 - Benjamin and Rhea Yeung Center for Collaborative China Studies; 2011 - Henry Luce Foundation Grant; 2009 - Johns Hopkins Provost Discovery Grant.

109. VAN MORGAN, Sydney (Senior Lecturer, 2014)

Department/Tenure: Sociology (untenured)

2014 – present, Director, International Studies Program, Johns Hopkins University

2005-2014 – Associate Director, Cornell Institute for European Studies

2003-2005 – Assistant Professor, Political Science, State University of New York at Oswego

Education/Academic Experience:

2003 – Ph.D., Government, Cornell University

Courses Taught: Modern European Society & Politics (Cornell), Party Dynamics (Cornell), African Politics (Oswego), Introduction to Comparative Politics (Oswego)

Overseas Experience: UK, Spain, China, Italy

Languages: Spanish (advanced), Italian (advanced)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: international education, European political sociology

Recent Publications: 2006 - "Language Politics and Regional Nationalist Mobilization in Galicia and Wales," *Ethnicities*, Vol. 6, No. 4 (Fall 2006), p. 451-75.

Dissertations Supervised During the Past Five Years: n/a

Distinctions: Co-Principal Investigator, Aug 2010 - July 2014: Title VI Foreign Language and Area Studies Fellowship Program, grant from the U.S. Department of Education.

110. WALKOWITZ, Judith (Professor, 1989)

Department/Tenure: History (tenured)

Education/Academic Experience: Ph.D., University of Rochester, 1974.

Courses Taught: London World City; The Victorians; Topics in Women's History; London-20th Century; London World City, 1830-1960; London World City; Sex and the City

Overseas Experience: United Kingdom

Languages: French (reading); German (reading)

Percentage of Time Dedicated to International Studies:

Research/Teaching Specializations: Modern European cultural and social history with special interest in Great Britain, comparative women's history.

Recent Publications: 2013 – 2013, "Gender and Transnational Commodity Culture," Research on Women in Modern Chinese History. Taiwan, spring. 11,000 words Translated into Chinese.

2013. "London's Shady Nightclubs," Journal of Intercultural Communication (Tokyo), 14. Spring. 4250 words. Translated into Japanese.

2013. "The Politics of Prostitution," Zannegaar. Fall. Online peer-reviewed women's studies journal. Translated into Farsi, 2500 words.

2012 – 2012. Nights Out: Life in Cosmopolitan London . London and New Haven: Yale University Press.

Dissertations Supervised During the Past Five Years: 5

Distinctions: 2009-2010 - National Endowment for the Humanities; 2005-06 - Fellow, Cullman Center for Writers and Scholars, New York Public Library.

111. WARNOCK, Molly (Assistant Professor, 2013)

Department/Tenure: History of Art (untenured)

Education/Academic Experience: Ph.D., Johns Hopkins University, Intellectual History and History of Art, 2009.

Courses Taught: Twentieth-Century Art in Europe and the United States, Topics in Postwar European Art, Special Research & Problems, Individual Work, Abstraction, Surrealism, Art Since 1945, Looking at Language, Vision and Textuality from Surrealism to the Present.

Overseas Experience: Paris.

Languages: French (fluent speaking and writing), German (advanced speaking and writing)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Modern art

Recent Publications: 2014 – 2014. "Field Agent: The Art of James Bishop." Article, Artforum. January.

2013 – 2013. "Alan Uglow's Singularity." Catalogue essay, Alan Uglow: Standards and Portraits. MIT List Visual Arts Center. Cambridge. May.

2013. "Painting's Place" (on Julia Fish). Article, Art in America. March.

2013. "Simon Hantaï." Exhibition review, Artforum 52.1 (September 2013), 405-06; "Simon Hantaï." Exhibition preview, Artforum 51.9 (May 2013), 164.

2012 – 2012. "Seventeen Cellules for Simon Hantaï." Also translated as "Dix-sept cellules pour Simon Hantaï" by Marine van Hoof. Catalogue essay, Simon Hantaï: Panses 1964-1965. Éditions Liénart and the Galerie Jean Fournier. Paris.

2012. "Manifold Address: Simon Hantaï's Étude." Article, Artforum. October.

2012. "Engendering Pliage: Simon Hantaï's Meuns." Peer-reviewed article, nonsite.org. July.

2012. Penser la peinture: Simon Hantaï, trans. Patrick Hersant. Gallimard. April.

Dissertations Supervised During the Past Five Years: 6

Distinctions: 2008 - Dean's Teaching Fellow, Johns Hopkins University; 2005 - 2007 - Twenty-Four-Month Chester Dale Fellow, The Center for Advanced Study in the Visual Arts, The National Gallery of Art.

112. WEGENSTEIN, Bernadette (Research Professor, 2006)

Department/Tenure: German and Romance Languages and Literatures (untenured)

Education/Academic Experience: Ph.D., University of Vienna, Romance Languages, 1998.

Director, Center for Advanced Media Studies, The Johns Hopkins University

Courses Taught: Community based learning: raqs media collective; Visual Culture and Medical Knowledge: class co-taught with professor Veena Das, Anthropology; Media Of Propaganda; Curating Media Artists in Residence; Film Theory and Critical Methods

Overseas Experience:

Languages: German, Swiss German, Italian (native); English, French (very good); Spanish (fluent); Portuguese, Russian (reading); Greek, Latin, Arabic, Basque, Mataco (passive).

Percentage of Time Dedicated to International Studies: 75

Research/Teaching Specializations:

Recent Publications: 2013 – 2013. "The Good and the Bad Breast: Cosmetic Surgery and Breast Cancer," in: A Companion to the Anthropology of Life and Death, eds. Veena Das and Clara Han. The University of California Press.

2012 – 2012. The Cosmetic Gaze: Body Modification and the Construction of Beauty, The MIT Press.

2012. "The Self as Artwork in the Age of Digital Capital" — Lunch Bytes Series, ed. Melanie Buehler, Goethe Institut Amsterdam. The Cosmetic Gaze: Body Modification and the Construction of Beauty. The MIT Press.

2011 – Nora Ruck. 2011. Living Books About Life: Cosmetic Surgery, Open Humanities Press, "On Physiognomy, Reality Television, and the Cosmetic Gaze" Body & Society 17.4. December.

2010 – 2010. "Cosmetic Surgery" and "Botox" entries in: The American Beauty Industry, ed. Julie Willett. Greenwood Press.

Dissertations Supervised During the Past Five Years: 9

Distinctions:

113. WEINGARTEN, Barry (Senior Lecturer, 1999)

Department/Tenure: German and Roman Language and Literatures (untenured)

Education/Academic Experience: Ph.D. Spanish Language and Literature, University of Pennsylvania, 1978

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Intermediate Spanish II.

Overseas Experience: Madrid

Languages: Spanish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Spanish Language

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

114. WHEELER, Heidi (Senior Lecturer, 1993)

Department/Tenure: German and Roman Language and Literatures

Education/Academic Experience: MA, German, University of Kansas, 1993

Language Pedagogy Training (language lecturers only):

Courses Taught: Business German.

Overseas Experience: Hamburg

Languages: German

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: German Language, culture and literature.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

115. WILLIAMS, Meredith (Professor, 2000)

Department/Tenure: Philosophy (tenured)

Education/Academic Experience: Ph.D., New York University, Philosophy, 1974.

1990 – 2000 - Professor, Department of Philosophy, Northwestern University, Evanston, IL.

1985 – 1990 - Associate Professor, Department of Philosophy, Northwestern University, Evanston, IL.

1980-1985 - Associate Professor, Department of Philosophy, Wesleyan University, Middletown, CT.

Courses Taught: Animal Minds, Philosophy of Psychology: Chomsky and Fodor Wittgenstein's On Certainty.

Overseas Experience:

Languages:

Percentage of Time Dedicated to International Studies: 75

Research/Teaching Specializations: Wittgenstein, philosophy of mind and psychology, history of experimental psychology.

Recent Publications: 2013 – 2013. "Parallels in the Foundations of Mathematics and Psychology," A Wittgensteinian Perspective on the Use of Conceptual Analysis in Psychology, eds. Timothy P. Racine and Kathleen L. Slaney. Palgrave.

2012 – 2012. "Language Games and Forms of Life," Encyclopedia of Philosophy and Social Science. Sage Publications.

2011 - 2011. "The Builders", Proceedings of the 34th International Wittgenstein Conference, Epistemology, Contexts, Values, Disagreement, eds. Christof Jäger and Winfried Löffler. Verlag.

2011. "Master and Novice in Wittgenstein's Later Work," Daniele Moyal-Sharrock, ed. American Philosophical Quarterly. Vol. 48, no. 2, April.

2010 – 2010. Blind Obedience: Paradox and Learning in Wittgenstein's Later Philosophy. London: Routledge, 2010.

Dissertations Supervised During the Past Five Years:

Distinctions: Spring 1993- Distinguished Teaching Award, Northwestern University; 1988-1989 - Northwestern Humanities Research Award.

116. WILLIAMS, Michael (Professor, 2000)

Department/Tenure: Philosophy (tenured)

Education/Academic Experience: Ph. D., Princeton University, 1973.

2003 - present - Krieger-Eisenhower Professor, The Johns Hopkins University;

2000 - present - Professor, The Johns Hopkins University.

Courses Taught: Philosophy of Psychology; Theory Of Knowledge; Wittgenstein's Philosophy of Psychology; The American Civil Trial; Introduction to Philosophy of the Mind; Introduction to the History of Modern Philosophy; Wittgenstein: On Certainty; Animal Minds; Topics in the Philosophy of Language: Pragmatism, Minimalism, and Metaphysics; Classics of Analytic Philosophy; The Philosophy of Ludwig Wittgenstein.

Overseas Experience: London, Cairo.

Languages:

Percentage of Time Dedicated to International Studies: 75

Research/Teaching Specializations: Epistemology, philosophy of language, history of modern philosophy.

Recent Publications: 2013 – 2013. "Knowledge, Acriptivism and Defeasible Concepts," Grazer Philosophische Studien.

2013. "How Pragmatists Can be Local Expressivists," in Huw Price, Themes From Pragmatism. Cambridge University Press.

2012 – 2012. "Pyrrhonian Skepticism and Two kinds of Knowledge, IJPS," International Journal of Skeptical Studies.

2012. "External World Scepticism and the Structure of Epistemic Entitlement" in The Possibility of Philosophical Understanding, edited by Wai-hung Wong. Oxford University.

Dissertations Supervised During the Past Five Years:

Distinctions: 2007 - Fellow of American Academy of Arts and Sciences, 2007.

117. WUENSCH, April (Senior Lecturer, 2007)

Department/Tenure: German and Roman Languages and Literatures

Education/Academic Experience: Ph.D., French Literature, Johns Hopkins University, 2004

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: La France Contemporaine I.

Overseas Experience: Paris, Orsay, London

Languages: French

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: French language.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

118. YARMOLINSKAYA, Julia (Lecturer, 2012)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: Ph.D., Dept. Cognitive Science, Baltimore, JHU, Cognitive Science, 2012

2012 - present - Lecturer in Chinese, Center for Language Education, Johns Hopkins University;

2009 - 2011 - Lecturer in Chinese, Department of Foreign Languages, Towson University;

2007 - 2012 - Lecturer in Chinese, Department of Modern Languages and Literatures, Loyola University.

Courses Taught: Bilingualism, Cognitive Development, Culture and Communication in the American Classroom, Accent Reduction.

Overseas Experience:

Languages: Chinese (fluent)

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Linguistics

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

119. ZANNIRATO, Alessandro (Associate Teaching Professor, 2005)

Department/Tenure: German and Roman Language and Literatures

Education/Academic Experience: PhD, ESL, University of Cape Town, 2006.

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: Corso di Perfezionamento, Italian Independent Study – Language, Italian Foreign Language Teaching Practicum I, Italian Foreign Language Teaching Practicum II.

Overseas Experience: Cape Town, Stellenbosch, Milan

Languages: Spanish

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations: Foreign language pedagogy; foreign language teacher training; liaison, community and conference interpreting; program evaluation.

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

120. ZHAO, Nan (Lecturer, 2012)

Department/Tenure: Center for Language Education (untenured)

Education/Academic Experience: M.Ed., Boston University, 2005 (TESOL/Second Language Acquisition)

2012 - present - Lecturer in Chinese, Center for Language Education, Johns Hopkins University;

2009 - 2011 - Lecturer in Chinese, Department of Foreign Languages, Towson University;

2007 - 2012 - Lecturer in Chinese, Department of Modern Languages and Literatures, Loyola University.

Language Pedagogy Training (language lecturers only): See Criterion IV

Courses Taught: First Year Chinese II, Second Year Chinese II, First Year Chinese, Second Year Chinese, Fourth Year Chinese, 5th Year Chinese, Topics in Chinese Media.

Overseas Experience:

Languages: Chinese

Percentage of Time Dedicated to International Studies: 100

Research/Teaching Specializations:

Recent Publications:

Dissertations Supervised During the Past Five Years:

Distinctions:

CODE	COURSE TITLE	TERM	CREDITS	2013-14	2014-15?	% INTL	Data Sum of UG	Sum of GRAD	Sum of OTH
AS.010.101	Intro to History Eur Art	Fall 2012	4 Y	Y	Y	100	37	1	
AS.010.102	Intro: Hist Euro Art II	Spring 2013	4 Y	N	N	100	27	4	1
AS.010.147	South Asian Art, Culture and Politics: Empire, Colony, Nation	Fall 2012	3 N	N	N	100	10		
AS.010.194	Printing Mentalities: Art and Reproductive Media in Early Modern Europe	Fall 2012	3 N	N	N	100	2		
AS.010.256	Nineteenth-Century European Art	Spring 2013	3 N	N	N	100	22		
AS.010.263	Paris / New York After the War	Spring 2013	3 N	N	N	100	8		
AS.010.320	Art of Colonial Peru	Fall 2012	3 N	Y	Y	100	5		
AS.010.327	The Harem and the Veil: Space and Gender in the Islamic World	Spring 2013	3 N	Y	Y	100	11		
AS.010.351	Asian Art After 1945	Fall 2012	3 N	N	N	100	8		
AS.010.440	Velázquez and 17th Century Spanish Naturalism	Fall 2012	3 N	N	N	100	6	1	
AS.010.624	Modern and Contemporary South Asian Art	Spring 2013	3 N	N	N	100	1	1	
AS.010.705	Dürer & Grünewald	Fall 2012	3 N	N	N	100	5		
AS.010.706	Pilgrimage: Art and Anthropology	Spring 2013	3 N	N	N	100	2	7	
AS.010.751	Writing the Italian Renaissance, Burckhardt to Panofsky	Spring 2013	3 N	N	N	100	1	7	
AS.010.760	Agency and Other Topics in Contemporary Theory of Art History	Spring 2013	3 N	N	N	100	1	10	
AS.060.201	The Nineteenth Century British Novel	Spring 2013	3 N	N	N	100	45		
AS.060.303	Literature of London	Spring 2013	3 N	N	N	100	15		
AS.060.306	The Rise of the Novel	Spring 2013	3 N	N	N	100	16		
AS.060.311	On "Moral Insanity": Self-Control in Victorian Philosophy, Psychology, and Fiction	Fall 2012	3 N	N	N	100	8		
AS.060.323	Modern British Poetry	Spring 2013	3 N	N	N	100	9		
AS.060.327	Best Sellers in the Early Nineteenth Century: Sir Walter Scott, Lord Byron, and Jane Austen	Spring 2013	3 Y	N	N	100	16		
AS.060.330	The Contemporary Novel	Spring 2013	3 Y	N	N	100	17		
AS.060.361	Literature, War, Trauma	Fall 2012	3 N	N	N	100	19		
AS.060.372	Melville, Poe, Hawthorne	Spring 2013	3 N	N	N	100	13		
AS.060.375	Literature of the Holocaust	Spring 2013	3 N	N	N	100	16		
AS.060.384	Jane Austen and the Eighteenth-Century Novel	Fall 2012	3 N	N	N	100	15		
AS.060.391	Early American Literature	Spring 2013	3 N	N	N	100	12		
AS.060.632	Sovereignty, Community, and 17th Century Literature	Fall 2012	3 N	N	N	100		3	
AS.060.640	From Phantasmagoria to Photography: Cultures of the Lens and Virtual Image in Poetry of the Long Nineteenth Century (1780-1900)	Spring 2013	3 N	N	N	100		6	
AS.060.646	Transnational American Studies	Spring 2013	3 N	N	N	100		3	
AS.060.652	Narrative and the Unconscious before Freud	Spring 2013	3 N	N	N	100		3	
AS.060.656	Literature and Philosophy, Locke to Wordsworth	Fall 2012	3 N	N	N	100		4	
AS.061.140	Introduction to Cinema, 1892-1941	Spring 2013	3 N	N	N	100		5	
AS.061.141	Introduction to Cinema, 1941-present	Fall 2012	3 Y	Y	Y	100	43		
AS.061.209	Special Topics: Surrealism and Film	Spring 2013	3 Y	N	N	100	35		
AS.061.225	Special Topics: Introduction to Animation	Spring 2013	3 N	N	N	100	9		
AS.061.245	Introduction to Film Theory	Spring 2013	3 N	N	N	100	7		
AS.061.339	A Cinema Of Anxiety: Film Noir	Spring 2013	3 Y	N	N	100	13		
AS.061.396	Modern Paris on Film	Spring 2013	3 N	N	N	100	8		
AS.061.397	French Masculinities	Fall 2012	3 N	N	N	100	16		
AS.061.420	The French New Wave	Spring 2013	3 N	N	N	100	12		
AS.070.103	Community Based Learning - Africa & The Museum	Spring 2013	3 N	N	N	100	7		1
AS.070.112	Troubling Africa: Bodies, Politics, Experience of the Well-Being	Fall 2012	3 N	N	N	100	12		
AS.070.123	Christianities in Cross-Cultural Perspective	Fall 2012	3 N	Y	Y	100	7		
AS.070.132	Invitation to Anthropology	Fall 2012	3 N	N	N	100	4		
AS.070.262	Cuban Intellectuals, Cinema, and the State	Spring 2013	3 Y	Y	Y	100	94	1	
AS.070.262	Cuban Intellectuals, Cinema, and the State	Spring 2013	3 Y	N	N	100	12		

CODE	COURSE TITLE	TERM	CREDITS	2013-14	2014-15?	% INTL	Sum of UG	Sum of GRAD	Sum of OTH
AS.070.268	Anthropology of Health and Disease	Spring 2013	3	N	N	100	42		
AS.070.302	The Social Lives of Global Health Programs	Fall 2012	3	N	N	100	15		
AS.070.331	Anthropology of Poetry and Prayer	Spring 2013	3	Y	N	100	11		
AS.070.344	Muslim Societies and Modern States: Ethnographic Encounters	Spring 2013	3	N	N	100	13		
AS.070.371	Forms of Critique in Islam	Fall 2012	3	N	N	100	14		
AS.070.414	Kinship at the Core	Spring 2013	3	Y	N	100	12	1	
AS.070.416	Visual Languages in Medical Knowledge	Spring 2013	3	N	N	100	2	2	
AS.070.420	Anthropology of Death and Dying	Spring 2013	3	N	N	100	18		
AS.070.677	Anthropology of Death and Dying	Spring 2013	0	N	Y	100		1	
AS.070.718	Suspicious Interlocutors: Psychoanalysis and Anthropology	Spring 2013	0	N	N	100	2	4	
AS.100.103	History of Occidental Civilization: Europe & the Wider World	Fall 2012	3	Y	N	100	45		
AS.100.104	Occ Civ: Modern Europe	Spring 2013	3	Y	N	100	29		
AS.100.104	Occ Civ: Modern Europe	Spring 2013	3	N	N	100	81		
AS.100.121	History of Africa to 1880	Fall 2012	3	Y	N	100	5		
AS.100.121	History of Africa to 1880	Fall 2012	3	Y	Y	100	10		
AS.100.219	Chinese Cultural Revolution	Fall 2012	3	N	N	100	50		
AS.100.239	Why Putin? The Rise and Fall of Democracy in Russia, 1985-2012	Fall 2012	3	N	N	100	58		
AS.100.262	History, Politics and Identity in Russia from Stalin to Putin	Spring 2013	3	N	N	100	42		
AS.100.307	Jewish Culture in the Age of War: Revolution, and Political Crisis	Fall 2012	3	N	Y	100	22		
AS.100.310	The French Revolution	Spring 2013	3	N	N	100	22		1
AS.100.312	Emancipations	Spring 2013	3	Y	N	100	9		
AS.100.314	The Enlightenment	Spring 2013	3	N	Y	100	5		
AS.100.317	Jewish Music	Spring 2013	3	N	Y	100	6	1	
AS.100.318	The Age of Revolutions	Fall 2012	3	N	Y	100	14		
AS.100.332	Human Rights History	Fall 2012	3	N	N	100	16		
AS.100.333	Global Public Health Since World War II	Fall 2012	3	Y	N	100	114		
AS.100.339	Tolstoy/Chagall/Pasternak: Russia's Age of Genius	Spring 2013	3	N	N	100	15		
AS.100.347	Early Modern China	Fall 2012	3	Y	Y	100	39		
AS.100.348	20th-Century China	Spring 2013	3	Y	N	100	48		
AS.100.378	Warfare in the Era of the French Revolution	Fall 2012	3	N	N	100	11		
AS.100.395	A Cultural History of Contemporary China	Spring 2013	3	N	N	100	4	2	
AS.100.412	Jewish History in British Mandatory Palestine 1917-1947	Spring 2013	3	N	N	100	10		
AS.100.424	Women & Modern Chinese History	Spring 2013	3	N	N	100	11		
AS.100.426	Popular Culture in Early Modern Europe	Spring 2013	3	N	Y	100	21	1	
AS.100.428	London-20th Century	Fall 2012	3	N	N	100	10		
AS.100.433	Censorship in Europe and the U.S.	Spring 2013	3	N	N	100	4		
AS.100.440	The Revolutionary Experience in Latin America	Spring 2013	3	N	N	100	18		
AS.100.441	Society, Politics, and Economics in Latin America	Spring 2013	3	N	N	100	18		
AS.100.443	Russian Critical Theory	Fall 2012	3	N	N	100			
AS.100.445	African Fiction as History	Spring 2013	3	Y	N	100			
AS.100.482	Historiography Mod China	Spring 2013	3	Y	N	100	3	1	
AS.100.608	The European Consumer Revolution	Spring 2013	0	N	Y	100	1	7	
AS.100.616	Proseminar on the Sociedad de Castas en la época virreinal	Fall 2012	0	N	N	100		1	
AS.100.620	Early Modern France	Spring 2013	0	N	N	100	1	3	
AS.100.633	Spain and Its Empire	Fall 2012	0	N	Y	100	1	11	
AS.100.634	Spain and its Empire	Spring 2013	0	N	N	100	1	7	
AS.100.655	Jewish History and Historiography in Ottoman and British Palestine	Fall 2012	0	N	N	100		2	
AS.100.658	Jewish History in British Mandatory Palestine 1917-1947	Spring 2013	0	N	N	100		3	

CODE	COURSE TITLE	TERM	CREDITS	2013-14	2014-15?	% INTL	Sum of UG	Sum of GRAD	Sum of OTH
AS.100.659	Women and Modern: Chinese History	Spring 2013		0 N	N	100			1
AS.100.667	Topics in Modern Jewish History	Fall 2012		0 Y	N	100			1
AS.100.672	Colonial Latin American Historical Research and Methodology Seminar	Fall 2012		0 N	N	100			1
AS.100.680	Research Seminar in Atlantic History 1600-1800	Fall 2012		0 Y	N	100			7
AS.100.681	Research Seminar in Atlantic History, 1600-1800	Spring 2013		0 Y	N	100			1
AS.100.684	Reading Seminar in the Atlantic World, 1500-1810	Fall 2012		0 Y	N	100			6
AS.100.685	Reading Seminar in Atlantic History	Spring 2013		0 Y	N	100			4
AS.100.709	Modern Latin America	Fall 2012		0 Y	N	100			5
AS.100.709	Modern Latin America	Spring 2013		0 Y	N	100			1
AS.100.710	Modern Latin America	Spring 2013		0 Y	N	100			
AS.100.720	Culture, Society, History: Theoretical Orientation	Spring 2013		0 N	N	100			5
AS.100.731	Colonial Africa: French African Empire	Spring 2013		0 N	N	100	1		1
AS.100.735	Early Modern Britain	Fall 2012		0 Y	Y	100			3
AS.100.736	Early Modern Britain	Spring 2013		0 N	N	100			5
AS.100.737	Seminar in Modern Chinese History	Fall 2012		0 N	N	100	1		3
AS.100.742	Modern France and French Imperialism	Fall 2012		0 N	N	100			4
AS.100.744	Twentieth Century France and the French Empire	Spring 2013		0 N	N	100			4
AS.100.745	Africa and the World	Fall 2012		0 N	N	100			1
AS.100.749	Social Theory for Historians	Fall 2012		0 Y	N	100	1		6
AS.100.759	The Cairo Geniza (Spring)	Spring 2013		0 Y	N	100			2
AS.100.760	The Cairo Geniza	Fall 2012		0 N	Y	100			2
AS.100.761	History of Capitalism	Fall 2012		0 N	N	100	1		6
AS.100.763	Comparative World Hist	Fall 2012		0 Y	N	100			1
AS.100.764	Comparative World Hist	Spring 2013		0 Y	N	100			2
AS.100.765	Topics in Women's History	Fall 2012		0 N	Y	100			6
AS.100.766	Topics in Women's Hist	Spring 2013		0 N	N	100			6
AS.100.769	Gender History Workshop	Fall 2012		0 Y	Y	100			22
AS.100.770	Gender History Workshop	Spring 2013		0 Y	N	100			18
AS.100.785	Sem:Early Modern Europe	Fall 2012		0 Y	N	100			8
AS.100.786	Sem:Early Modern Europe	Spring 2013		0 Y	Y	100			9
AS.100.787	Sem: Modern Europe	Fall 2012		0 Y	N	100			6
AS.100.788	General Seminar: Modern Europe	Spring 2013		0 Y	Y	100			7
AS.100.791	Seminar: Latin American	Fall 2012		0 Y	Y	100			4
AS.100.792	Gen Sem:Latin America	Spring 2013		0 Y	N	100			3
AS.100.793	Seminar: African	Fall 2012		0 Y	Y	100			1
AS.100.794	General Seminar: Africa	Spring 2013		0 Y	N	100			
AS.140.105	History of Medicine	Fall 2012		3 N	N	100	10		
AS.140.105	History of Medicine	Fall 2012		3 N	Y	100	54		
AS.140.106	History of Modern Medicine	Spring 2013		3 N	N	100	13		
AS.140.106	History of Modern Medicine	Spring 2013		3 Y	N	100	44		
AS.140.111	Freshman Seminar: When Worlds Collide: Western Science Goes Global	Fall 2012		3 Y	N	100	13		
AS.140.302	Rise of Modern Science	Spring 2013		3 N	N	100	8		
AS.140.302	Rise of Modern Science	Spring 2013		3 Y	N	100	19		
AS.140.306	Science And Religion	Fall 2012		3 N	N	100	37		
AS.140.320	Modernity and Display Technology and Ideology in the Era of World War II	Fall 2012		3 N	Y	100	12		
AS.140.354	Science, Technology and Society in Modern East Asia	Fall 2012		3 N	N	100	7		1
AS.140.413	The White Plague: History of Tuberculosis	Fall 2012		3 N	N	100	6		1
AS.140.618	Seminar in the History of Life Sciences	Spring 2013		0 N	N	100			3

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AS.140.647	Science and the State, 1500-1900	Fall 2012	0	N	N	100		7	
AS.140.652	Seminar in the History of Technology	Spring 2013	0	N	N	100		3	
AS.150.202	Philosophy of Medicine	Spring 2013	3	Y	Y	100	15		
AS.150.205	Introduction to the History of Modern Philosophy	Spring 2013	3	Y	N	100	27		
AS.150.220	Introduction to Moral Philosophy	Spring 2013	3	N	N	100	7		
AS.150.220	Introduction to Moral Philosophy	Spring 2013	3	Y	N	100	52	1	1
AS.150.220	Introduction to Moral Philosophy	Spring 2013	3	Y	Y	100			
AS.150.245	Introduction to Philosophy of Mind	Spring 2013	3	Y	Y	100			
AS.150.311	Undergraduate Seminar: Philosophy of Ludwig Wittgenstein	Spring 2013	3	N	N	100	16		
AS.150.400	Realism & Antirealism in the Philosophy of Science	Spring 2013	3	N	N	100	3	2	
AS.150.419	Kant's Critique/Judgment	Spring 2013	3	N	N	100	1	13	
AS.150.488	Enlightenment Moral and Political Theory	Spring 2013	3	N	N	100	6	2	
AS.180.241	International Trade	Fall 2012	3	Y	Y	100	63		
AS.180.242	International Monetary Economics	Spring 2013	3	Y	N	100	125		
AS.180.266	Financial Markets and Institutions	Spring 2013	3	Y	N	100	89	1	
AS.180.303	The Global Finance Crisis	Fall 2012	3	Y	N	100	36		
AS.180.390	Health Economics & Developing Countries	Spring 2013	3	Y	N	100	10		
AS.180.393	Economics of Africa	Spring 2013	3	N	N	100	7	1	
AS.180.641	International Trade	Fall 2012	0	Y	Y	100		8	
AS.190.102	Introduction To Comparative Politics	Spring 2013	3	Y	N	100	88	1	
AS.190.105	A Normal Country? - German Politics and Identity	Fall 2012	3	N	N	100	8		
AS.190.106	International Relations in East Asia	Fall 2012	3	N	N	100	18		
AS.190.206	Global Environmental Politics	Fall 2012	3	N	N	100	29	1	
AS.190.209	Contemp Int'l Politics	Fall 2012	3	N	Y	100	213		
AS.190.226	Global Governance	Spring 2013	3	Y	Y	100	36		
AS.190.280	Political Persuasion (Classics of Political Thought I)	Spring 2013	3	N	N	100	70		
AS.190.282	Authority and Liberty (Classics of Political Thought III)	Fall 2012	3	Y	N	100	24		
AS.190.301	Global Political Economy	Spring 2013	3	Y	N	100	18		
AS.190.304	Constructivism: How Ideas Shape International Relations	Fall 2012	3	N	N	100	17		
AS.190.306	The Political Economy of European Union	Fall 2012	3	N	N	100	25		
AS.190.323	Introduction to International Law	Fall 2012	3	N	N	100	13		
AS.190.329	Nat Security-Nuclear Age	Spring 2013	3	N	N	100	22		
AS.190.330	Japanese Politics	Spring 2013	3	N	N	100	10	1	
AS.190.343	Nationalism	Fall 2012	3	N	N	100	12		
AS.190.344	Seminar In Anti-Semitism	Fall 2012	3	Y	N	100	17		
AS.190.405	Food Politics	Fall 2012	3	Y	N	100	15	1	
AS.190.409	Comp/Politics/Social Mov	Fall 2012	3	N	N	100	7		
AS.190.413	Global Security Politics	Spring 2013	3	N	N	100	49		
AS.190.414	America and the World	Fall 2012	3	N	N	100	13	1	
AS.190.419	Identity and Nations in Latin American Politics	Spring 2013	3	N	N	100	4		
AS.190.422	Republicanism	Fall 2012	3	N	N	100	49	1	
AS.190.608	Critical Comparisons of Deleuze and Foucault	Fall 2012	0	N	N	100		16	
AS.190.610	Advanced Topics in Contemporary Chinese Politics	Fall 2012	0	N	N	100	2		
AS.190.614	Institutions, Ideas and Practice	Fall 2012	0	N	N	100		8	
AS.190.617	Romanticism and Radicalism	Fall 2012	0	N	N	100		8	
AS.190.622	Contemporary IR Theory	Fall 2012	0	N	Y	100		2	
AS.190.625	Theories-Comp Politics	Fall 2012	0	Y	Y	100		7	
AS.190.638	Contentious Politics	Spring 2013	0	N	N	100	1	4	

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AS.190.655	Figures of Time and Politics	Spring 2013	0	N	N	100		6	
AS.190.658	Paradigms of Political Economy	Spring 2013	0	N	N	100		5	
AS.190.661	Empire and Discipline	Spring 2013	0	N	N	100		10	
AS.190.663	Politics and Geography, Technology and Ecology	Spring 2013	0	N	N	100	1	4	
AS.190.667	Modes of Knowledge and Theories of International Relations	Spring 2013	0	N	N	100	2	4	
AS.190.677	Civil Society in Comparative Perspective	Spring 2013	0	N	N	100	1	4	1
AS.191.202	War and Justice	Fall 2012	3	N	N	100	30		
AS.191.204	Chinese Foreign Policy	Fall 2012	3	N	N	100	8		
AS.191.226	Globalization and State-Society Relations in Contemporary East Asia	Fall 2012	3	N	N	100	2		
AS.191.304	US-Cuba Decision Making	Spring 2013	3	N	N	100	16		
AS.191.307	Ecologies of the Good Life: Politics for a More than Human World	Spring 2013	3	N	N	100	17		
AS.191.313	The Worlds of Globalization	Spring 2013	3	N	N	100	20		
AS.191.326	Sex, Gender and War	Spring 2013	3	N	N	100	21	1	
AS.191.327	Cities and Sovereignty	Fall 2012	3	N	N	100	4		
AS.191.332	Civilians in the Path Of War	Spring 2013	3	N	N	100	25		
AS.191.335	Arab-Israeli Conflict (IR)	Fall 2012	3	Y	Y	100	39		
AS.191.345	Russian Foreign Policy (IR)	Fall 2012	3	Y	Y	100	12		
AS.191.347	U.S.-Chinese Relations	Spring 2013	3	N	N	100	24	2	
AS.191.348	Domestic Politics of Contemporary China	Spring 2013	3	N	N	100	13	2	
AS.191.353	Africa and American Foreign Policy	Fall 2012	3	N	N	100	17		
AS.191.354	History of US Latin American Relations	Fall 2012	3	N	N	100	3		
AS.191.370	Theories of International Political Economy	Fall 2012	3	N	N	100	23		
AS.191.389	Comparative Political Philosophy	Fall 2012	3	N	N	100	8		1
AS.191.390	Terrorism and Counterterrorism	Fall 2012	3	N	N	100	22		
AS.191.396	Politics of South Asia	Spring 2013	3	N	N	100	15		
AS.200.301	History Of Psychology	Spring 2013	3	Y	Y	100	43		
AS.210.101	French Elements I	Fall 2012	4	N	Y	100	15		
AS.210.101	French Elements I	Fall 2012	4	Y	N	100	12	1	1
AS.210.101	French Elements I	Fall 2012	4	Y	Y	100	18	2	2
AS.210.102	French Elements II	Spring 2013	4	Y	N	100	47	3	2
AS.210.111	Spanish Elements I	Fall 2012	4	Y	Y	100	51	1	
AS.210.111	Spanish Elements I	Spring 2013	4	Y	Y	100	19	1	1
AS.210.112	Spanish Elements II	Fall 2012	4	N	N	100	12	1	
AS.210.112	Spanish Elements II	Fall 2012	4	Y	Y	100	43	2	
AS.210.112	Spanish Elements II	Spring 2013	4	N	N	100	23		
AS.210.112	Spanish Elements II	Spring 2013	4	Y	Y	100	44	1	
AS.210.151	Italian Elements I	Fall 2012	4	Y	N	100	6		1
AS.210.151	Italian Elements I	Fall 2012	4	Y	Y	100	30	1	2
AS.210.152	Italian Elements II	Spring 2013	4	N	N	100	17		1
AS.210.152	Italian Elements II	Spring 2013	4	Y	Y	100	27	1	
AS.210.161	German Elements I	Fall 2012	4	Y	Y	100	28	6	
AS.210.162	German Elements II	Spring 2013	4	N	N	100	8	3	
AS.210.162	German Elements II	Spring 2013	4	Y	Y	100	27	4	
AS.210.163	Elementary Yiddish I	Fall 2012	3	Y	Y	100	2	2	
AS.210.164	Elementary Yiddish II	Spring 2013	3	N	N	100	2	1	
AS.210.177	Portuguese Elements	Fall 2012	4	Y	Y	100	11	4	3
AS.210.178	Portuguese Elements II	Spring 2013	4	Y	N	100	11	4	3
AS.210.201	Intermediate French I	Fall 2012	3	Y	Y	100	94	2	2

CODE	COURSE TITLE	TERM	CREDITS	2013-14	2014-15?	% INTL	Sum of UG	Sum of GRAD	Sum of OTH
AS.210.202	Intermediate French II	Spring 2013	3 Y	N	N	100	94	3	1
AS.210.209	The Sounds of French	Fall 2012	3 Y	Y	Y	100	4	1	
AS.210.211	Intermediate Spanish I	Fall 2012	3 N	Y	Y	100	8		
AS.210.211	Intermediate Spanish I	Fall 2012	3 Y	Y	Y	100	67	2	1
AS.210.212	Intermediate Spanish II	Spring 2013	3 Y	Y	Y	100	47	2	
AS.210.212	Intermediate Spanish II	Fall 2012	3 Y	Y	Y	100	65	1	
AS.210.212	Intermediate Spanish II	Spring 2013	3 N	Y	Y	100	4		
AS.210.212	Intermediate Spanish II	Spring 2013	3 Y	Y	Y	100	66		
AS.210.251	Intermediate Italian I	Fall 2012	3 Y	N	N	100	10	1	1
AS.210.251	Intermediate Italian I	Fall 2012	3 Y	Y	Y	100	25		
AS.210.252	Intermediate Italian II	Spring 2013	3 Y	N	N	100	29		
AS.210.252	Intermediate Italian II	Spring 2013	3 Y	Y	Y	100	5	1	
AS.210.261	Intermediate German I	Fall 2012	3 N	Y	Y	100	9	1	
AS.210.261	Intermediate German I	Fall 2012	3 Y	N	N	100	5		
AS.210.261	Intermediate German I	Fall 2012	3 Y	Y	Y	100	12	3	1
AS.210.262	Intermediate German II	Spring 2013	3 Y	Y	Y	100	27	3	
AS.210.266	German Conversation	Spring 2013	1 N	N	N	100	7	3	
AS.210.277	Intermediate/Advanced Portuguese	Fall 2012	3 Y	N	N	100	7		
AS.210.278	Intermed/Adv Portuguese	Spring 2013	3 Y	N	N	100	8		
AS.210.301	Advanced Writing and Speaking in French	Spring 2013	3 N	Y	Y	100	10	1	
AS.210.301	Advanced Writing and Speaking in French	Fall 2012	3 Y	Y	Y	100	59	3	
AS.210.302	Advanced Writing and Speaking in French II	Spring 2013	3 Y	N	N	100	54		
AS.210.309	The Sounds of French	Fall 2012	3 Y	Y	Y	100	5		
AS.210.311	Advanced Spanish I	Fall 2012	3 Y	Y	Y	100	72		
AS.210.311	Advanced Spanish I	Spring 2013	3 Y	Y	Y	100	54		
AS.210.312	Advanced Spanish II	Fall 2012	3 Y	Y	Y	100	32	1	
AS.210.312	Advanced Spanish II	Spring 2013	3 Y	Y	Y	100	54		
AS.210.313	Advanced Spanish II	Fall 2012	3 Y	Y	Y	100	19		
AS.210.313	Medical Spanish	Spring 2013	3 Y	Y	Y	100	12		
AS.210.314	Medical Spanish	Fall 2012	3 Y	Y	Y	100	3		
AS.210.314	Business Spanish	Spring 2013	3 Y	N	N	100	8		
AS.210.315	Spanish for International Relations	Fall 2012	3 Y	Y	Y	100	13		
AS.210.316	Conversational Spanish	Spring 2013	3 Y	Y	Y	100	11		
AS.210.317	Adv Spanish Composition	Spring 2013	3 Y	N	N	100	5		
AS.210.351	Advanced Italian I	Fall 2012	3.5 Y	Y	Y	100	12	3	
AS.210.352	Advanced Italian II	Spring 2013	3 Y	N	N	100	12	2	
AS.210.361	Adv German I: Cultural Topics of the Modern German-speaking World	Fall 2012	3 Y	N	N	100	5	2	
AS.210.361	Adv German I: Cultural Topics of the Modern German-speaking World	Fall 2012	3 Y	Y	Y	100	15	1	
AS.210.362	Advanced German II: Contemporary Issues in the German Speaking World	Spring 2013	3 Y	N	N	100	4	1	
AS.210.362	Advanced German II: Contemporary Issues in the German Speaking World	Spring 2013	3 Y	Y	Y	100	8	1	
AS.210.363	Business German	Spring 2013	3 Y	N	N	100	7		
AS.210.391	Portuguese Lang & Lit	Fall 2012	3 Y	N	N	100	3		
AS.210.392	Advanced Portuguese: Language and Literature	Spring 2013	3 Y	N	N	100	2		
AS.210.405	Community Based Learning - Teaching French in Public School	Fall 2012	3 Y	N	N	100	3		
AS.210.405	Teaching French in Public School-Community Based Learning	Spring 2013	3 Y	N	N	100	5		
AS.210.411	Translation for the Professions	Fall 2012	3 Y	Y	Y	100	5		
AS.210.411	Translation for the Professions	Spring 2013	3 Y	N	N	100	11		
AS.210.412	Community Based Learning - Spanish Language Practicum	Fall 2012	3 Y	Y	Y	100	6		

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AS.210.412	Spanish Language Practicum-Community Based Learning	Spring 2013	3 Y	3 Y	Y	100	3		
AS.210.413	Curso de Perfeccionamiento	Fall 2012	3 Y	3 Y	N	100	6		
AS.210.417	Eloquent French	Fall 2012	3 Y	3 Y	Y	100	13		
AS.210.417	Eloquent French	Spring 2013	3 Y	3 Y	Y	100	14		
AS.210.451	Curso di Perfezionamento	Fall 2012	3.5 Y	3.5 Y	N	100	4		
AS.210.501	French Indep Study/Lang	Fall 2012	3 Y	3 Y	Y	100			
AS.210.502	French Indep Study-Lang	Spring 2013	3 Y	3 Y	N	100	6		
AS.210.541	Italian Independent Study - Language	Spring 2013	3 Y	3 Y	N	100			
AS.210.561	German Independent Study - Language	Spring 2013	3 Y	3 Y	N	100			
AS.210.612	Teaching French: Theory and Practice	Fall 2012	0 Y	0 Y	N	100		3	
AS.210.612	Teaching French: Theory and Practice	Spring 2013	0 Y	0 Y	N	100			
AS.210.651	Curso di Perfezionamento	Fall 2012	0 Y	0 Y	N	100		3	
AS.210.661	Reading and Translating German for Academic Purposes	Fall 2012	0 Y	0 Y	Y	100			3
AS.210.662	Reading & Translating German for Academic Purposes II	Spring 2013	0 Y	0 Y	N	100			
AS.211.237	Literature and Medicine	Spring 2013	3 N	3 N	N	100	9		
AS.211.253	Freshman Seminar: Why is the Fiddler on the Roof?: The Shtetl in Modern Jewish Culture	Spring 2013	3 N	3 N	N	100	5		
AS.211.329	Contemporary Society on Stage: Koltès, Lagarce, Mouawad	Spring 2013	3 N	3 N	N	100	1		
AS.211.340	Topics in French Cinema: Immigration, identité, différence culturelle	Spring 2013	3 N	3 N	N	100			
AS.211.340	Community Based Learning - Documentary Production Practicum: "The Cure": the History and Culture of Breast Cancer	Fall 2012	3 Y	3 Y	Y	100	11		
AS.211.375	Culture of Breast Cancer	Fall 2012	3 N	3 N	N	100	4		
AS.211.380	Modern Latin American Culture	Spring 2013	3 Y	3 Y	N	100	13		
AS.211.385	Documentary Production Practicum: Community Based Learning: Reqs Media Artists in Residence	Spring 2013	3 N	3 N	N	100	5		
AS.211.390	Modern Spanish Culture	Fall 2012	3 Y	3 Y	N	100	9		
AS.211.394	Brazilian Cult & Civ	Spring 2013	3 Y	3 Y	N	100	67	1	
AS.211.394	Brazilian Cult & Civ	Spring 2013	4 Y	4 Y	N	100	2		
AS.211.401	La France Contemporaine I	Fall 2012	3 Y	3 Y	N	100	14		
AS.211.401	La France Contemporaine I	Fall 2012	3 Y	3 Y	Y	100	24		
AS.211.402	La France Contemporaine II	Spring 2013	3 N	3 N	N	100	6		
AS.211.402	La France Contemporaine II	Spring 2013	3 Y	3 Y	N	100	21		
AS.211.416	Visual Languages in Medical Knowledge	Spring 2013	3 N	3 N	N	100	3		
AS.211.427	Libertins, Athées, Imposteurs	Fall 2012	3 N	3 N	N	100	4		
AS.211.430	L'Affaire Dreyfus	Spring 2013	3 N	3 N	N	100	9		
AS.211.471	Jules Verne	Spring 2013	3 N	3 N	N	100	3		
AS.212.327	Mise et remise en scene: Performing in the 18th Century	Fall 2012	3 N	3 N	N	100	5		
AS.212.329	Contemporary Society on Stage: Koltès, Lagarce, Mouawad	Spring 2013	3 N	3 N	N	100	3		
AS.212.333	Introduction à la littérature française	Fall 2012	3 Y	3 Y	Y	100	19	1	
AS.212.334	Introduction à la littérature française II	Spring 2013	3 Y	3 Y	N	100	19	1	
AS.212.343	Literature and Science in France 1750-1880	Spring 2013	3 N	3 N	N	100	9	1	
AS.212.400	Flaubert's L'Education sentimentale, a Prose Novel for Modern Time	Spring 2013	3 N	3 N	N	100	5		
AS.212.427	Libertins, Athées, Imposteurs	Fall 2012	3 N	3 N	N	100	9		
AS.212.429	Thesis Prep	Spring 2013	1 Y	1 Y	Y	100	2		
AS.212.469	Limit-Experience, Limit-Texts	Fall 2012	3 N	3 N	N	100	6		
AS.212.471	Jules Verne	Spring 2013	3 N	3 N	N	100	2		
AS.212.666	When Confront Time, Posterity and Survival	Spring 2013	0 N	0 N	N	100		2	
AS.212.696	Literature Confronts Science: Zola	Fall 2012	0 N	0 N	N	100		4	
AS.212.700	Flaubert's L'Education sentimentale, a Prose Novel for Modern Time	Spring 2013	0 N	0 N	N	100		5	
AS.212.741	Jean-Jacques Rousseau: Enlightenment & Dissent	Fall 2012	0 N	0 N	N	100		4	

CODE	COURSE TITLE	TERM	CREDITS	2013-14	2014-15?	% INTL	Sum of UG	Sum of GRAD	Sum of OTH
AS.212.752	The Character Function <i>Les écritures contemporaines aux confins des genres [Contemporary French Writing Beyond the Genres]</i>	Spring 2013	0 N		N	100		5	
AS.212.778	<i>L'entre-deux-guerres en toutes lettres [French Literature Between the Wars]</i>	Spring 2013	0 N		N	100		6	
AS.212.781	What is Philology?	Fall 2012	0 N		N	100		8	
AS.212.790	Berlin Wall: Divided Stories in Literature and Film	Fall 2012	0 N		N	100		4	
AS.213.213	Weimar on the Pacific: German Exile Culture in the United States	Fall 2012	3 N		N	100	10		
AS.213.229	Literature and Medicine	Fall 2012	3 N		N	100	6		1
AS.213.237	Friedrich Nietzsche	Spring 2013	3 N		N	100	12		
AS.213.251	Gespensiter: verschwiegen und doch weitergegeben	Fall 2012	3 N		N	100	9		
AS.213.308	Zionism in Modern Literature: Jewish or Israeli?	Spring 2013	3 N		N	100	2		1
AS.213.332	Introduction to German Poetry	Spring 2013	3 N		N	100	6		
AS.213.354	Goethe	Fall 2012	3 N		N	100	6		1
AS.213.356	German Political Thought	Spring 2013	3 N		N	100	2		
AS.213.368	Modern Fiction and the Melancholic Imagination	Spring 2013	3 N		N	100	22		1
AS.213.606	Psychoanalytic Theory	Spring 2013	0 N		N	100		4	
AS.213.607	The Baroque and Its Afterlives	Spring 2013	0 N		N	100	1		5
AS.213.611	Life Worlds: literature and Phenomenology	Spring 2013	0 N		N	100		4	
AS.213.625	The Art of Framing	Fall 2012	0 N		N	100		13	
AS.213.629	Discourses of Dislocation	Fall 2012	0 N		N	100		5	
AS.213.660	"Dichtung und Wahrheit": De/Constructing Autobiography	Spring 2013	0 N		N	100		9	
AS.213.704	Literary Speech Acts	Spring 2013	0 N		N	100		4	
AS.213.745	What is Philology?	Spring 2013	0 N		N	100		7	
AS.213.790	Boccaccio's Decameron	Fall 2012	0 N		N	100		4	
AS.214.301	Survey of Italian Literature	Fall 2012	3 N		N	100	5		
AS.214.317	Italian Theater from Commedia dell'arte to Dario Fo	Spring 2013	3 Y		N	100	6		
AS.214.367	Masterpieces of Italian Poetry	Spring 2013	3 N		N	100	8		
AS.214.370	Magic and Marvel of the Renaissance	Spring 2013	3 N		N	100	4		
AS.214.479	Dante's Journey through the Afterlife: The Divine Comedy	Spring 2013	3 N		N	100	4		1
AS.214.606	Literature and Truth: Forgery and Theory from the Renaissance to the Present	Fall 2012	3 N		N	100	10		
AS.214.616	Visual Languages in Medieval Knowledge	Fall 2012	0 N		N	100		8	
AS.214.633	Poetry and Divinity in Medieval and Early-Modern Italy	Fall 2012	0 N		N	100		6	
AS.214.640	Film Theory	Fall 2012	0 N		N	100		6	
AS.214.671	Ancient and Modern in the Mirror of the City: The Image of Rome in Italian Literature from the 13th to the early 19th Century	Fall 2012	0 N		N	100		6	
AS.214.675	The Invention of the Secular Theatre	Spring 2013	0 N		N	100		3	
AS.214.729	Petrarch and His Legacy	Spring 2013	0 N		N	100		9	
AS.214.745	<i>Il romanzo del Novecento: Saggi di lettura</i>	Spring 2013	0 N		N	100		7	
AS.214.765	Casiglione and Della Casa	Spring 2013	0 N		N	100		7	
AS.214.790	What is Philology?	Fall 2012	0 N		N	100	1		
AS.214.851	Italian Foreign Language Teaching Practicum I	Fall 2012	0 N		N	100		2	
AS.214.852	Italian Foreign Language Teaching Practicum II	Fall 2012	0 Y		N	100		2	
AS.215.231	Introduction to Literature in Spanish	Spring 2013	3 Y		N	100	20		
AS.215.231	Introduction to Literature in Spanish	Spring 2013	3 Y		N	100	19		
AS.215.311	Radicalism, Film, & Literature in Modern Latin America: Community Based Learning	Spring 2013	3 N		N	100	19		
AS.215.327	Modern Political Thought in Latin America	Spring 2013	3 N		N	100	24		
AS.215.336	Don Quijote	Spring 2013	3 Y		N	100	13		
AS.215.341	Perspectives on the Study of Latin America	Fall 2012	3 N		N	100	5		

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AS.215.402	Senior Seminar: Literaturas y culturas del Cono Sur: Argentina, Uruguay y Chile	Spring 2013	3	N	N	100	19		
AS.215.458	Cuba and its Culture Since the Revolution	Fall 2012	3	N	N	100	28		
AS.215.466	The Spanish Avant-garde	Fall 2012	3	N	N	100	17		
AS.215.474	Origins of the Spanish Novel	Fall 2012	3	N	N	100	10		
AS.215.617	The Novel and the Ghost: of Feminism	Fall 2012	3	N	N	100		4	
AS.215.623	Literary Patronage in the Age of Cervantes	Fall 2012	3	N	N	100		4	
AS.215.635	Spanish Golden Age Theater	Spring 2013	3	N	N	100		6	
AS.215.640	Self-Representation in Latin American Fiction, Testimonio & Memoir	Fall 2012	3	N	N	100	1		
AS.215.745	Modern Political Thought in Latin America	Spring 2013	3	N	N	100		7	
AS.215.777	The Invention of Fiction	Spring 2013	3	N	N	100	2		10
AS.220.403	Readings in Poetry: The Branch Will Not Break	Spring 2013	3	N	N	100	17		
AS.220.406	Readings in Fiction: Hard-Boiled Fiction and Film Noir	Spring 2013	3	N	N	100	13		
AS.220.409	Readings in Fiction: Faulkner, Fitzgerald, & Hemingway	Spring 2013	3	N	N	100	9		
AS.220.412	Readings in Poetry: Eliot, Crane & Stevens	Fall 2012	3	N	N	100	4		
AS.220.416	Readings in Fiction: Five from the Fifties	Spring 2013	3	N	N	100	16		
AS.220.420	Readings in Contemporary Fiction: Coetzee, Delillo, Freudenberg, Johnson	Fall 2012	3	N	N	100	15		
AS.220.604	Readings in Contemporary Fiction: Coetzee, Delillo, Freudenberg, Johnson	Spring 2013	3	N	N	100		10	
AS.225.345	History of Modern Theatre & Drama	Fall 2012	3	N	N	100	9		
AS.230.150	Issues in International Development	Spring 2013	3	N	N	100	14		
AS.230.150	Issues in International Development	Spring 2013	3	N	N	100	17		
AS.230.228	Colonialism in Asia and Its Contested Legacies	Spring 2013	3	N	N	100	12		
AS.230.318	State and Society in Modern India	Fall 2012	3	N	N	100	12	2	
AS.230.343	Political Sociology of Latin America	Fall 2012	3	N	N	100	12		
AS.230.344	Health and Society in Contemporary China	Spring 2013	3	N	N	100	11		
AS.230.346	Contemporary Economic Sociology of Latin America	Spring 2013	3	N	N	100	9		
AS.230.353	Global Social Change	Fall 2012	3	N	N	100	15		2
AS.230.356	Contemporary African Social Movements	Spring 2013	3	N	N	100	11		
AS.230.362	Migration & Development	Spring 2013	3	N	N	100	20		
AS.230.388	Sociology Of The Family	Fall 2012	3	N	N	100	14		
AS.230.399	Economic Development in Comparative Perspective	Fall 2012	3	N	N	100	9		5
AS.230.415	Social Problems in Contemporary China	Fall 2012	3	N	N	100	6		
AS.230.633	21st Century Capitalism	Fall 2012	3	N	N	100		11	
AS.230.635	PGSC Research Seminar	Fall 2012	3	N	N	100		8	
AS.230.650	Macro-Comparative Research	Spring 2013	3	N	N	100		6	
AS.230.651	Politics & Society	Spring 2013	3	N	N	100		6	
AS.280.405	Public Health and Human Rights	Spring 2013	3	N	N	100	18		
AS.300.301	Life, Vitality, Thought: Philosophy and the Natural Sciences in Nineteenth Century Europe	Spring 2013	3	N	N	100	7		
AS.300.318	The Modernist Novel: Mann, Woolf, and Joyce	Spring 2013	3	N	N	100	8		1
AS.300.336	Jewish Tradition and Philosophical Modernity: Buber, Rosenzweig, Levinas	Spring 2013	3	N	N	100	2		
AS.300.340	Thinking the Body/The Body Thinking: Introduction to Aesthetics from the Perspective of Dance	Spring 2013	3	N	N	100	2		
AS.300.343	Philosophy and Literary Form	Fall 2012	3	N	N	100	6		
AS.300.352	Fictions of Autobiography	Spring 2013	3	N	N	100	16		
AS.300.360	Critical Thinking and its History	Spring 2013	3	N	N	100	4		
AS.300.397	How Freud Changed the Way We Think	Fall 2012	3	N	N	100	8		1
AS.300.412	Flaubert	Spring 2013	3	N	N	100		2	
AS.300.415	Law of the Cannibal: Trans-American Poetics	Fall 2012	3	N	N	100		2	
AS.300.603	Readings in Russian Poetry, Prose and Theory	Fall 2012	3	N	N	100		5	

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AS.300.604	Flaubert	Spring 2013	0	N	N	100			
AS.300.607	Topics in the History and Theory of Psychoanalysis: The Problem of Origins	Fall 2012	0	N	N	100	1	9	
AS.300.612	Topics in Kierkegaard's Philosophy: Repetition, Revelation, Anxiety, and Fear	Spring 2013	0	N	N	100		6	
AS.300.613	The Ancient Quarrel: Literature and Philosophy	Spring 2013	0	N	N	100		2	
AS.300.637	Faust and Philosophy	Fall 2012	0	N	N	100		8	
AS.300.689	Deleuze and Philosophy: Time, Life, Becoming	Fall 2012	0	N	N	100		16	
AS.310.103	Modern Japan - 1800 to the Present	Spring 2013	3	N	N	100	40	1	
AS.310.105	Medicine and Society in China: From the Song to the Republican Period	Fall 2012	3	N	N	100	7		
AS.310.108	Introduction to Chinese Fiction and Drama	Spring 2013	3	N	N	100	21		
AS.310.203	Women Writers from East Asia, 11th to 19th Centuries	Fall 2012	3	N	N	100	2		
AS.310.207	Mapping Migrations in East Asia	Spring 2013	3	N	N	100	13		
AS.310.215	Enlightenment, Empire, and Democracy: Transnational Political Cultures in East Asia, 1880-1980	Fall 2012	3	N	N	100	12	1	
AS.310.221	Introduction to Eastern Religious Traditions	Fall 2012	3	N	N	100	28		
AS.310.305	Southeast Asia and US Security	Fall 2012	3	Y	Y	100	22	1	
AS.310.321	Classical Chinese	Spring 2013	3	N	N	100	6	1	1
AS.310.356	The Buddhist Experience	Spring 2013	3	N	N	100	37		1
AS.310.431	Senior Thesis Seminar: East Asian Studies	Fall 2012	3	Y	Y	100	1		
AS.310.432	Senior Thesis Seminar: East Asian Studies	Spring 2013	3	N	N	100	1		
AS.360.147	Adam Smith and Karl Marx	Fall 2012	3	N	N	100	15		
AS.360.781	Preparation for University Teaching	Spring 2013	0	N	N	100		3	
AS.361.124	Latin American Film: Mini-Course	Spring 2013	1	N	N	100	42		
AS.361.130	Introduction to Latin American Studies	Fall 2012	3	N	N	100	54		
AS.361.170	Ni De Aquí Ni De Allá: Introduction to Latino Studies	Spring 2013	3	Y	Y	100	23		
AS.361.316	Caribbean Writing in Shakespeare, V. S. Naipaul, and Alejo Carpentier	Spring 2013	3	N	N	100	9	1	
AS.361.343	Documentary and Historical Film in Latin America, 1959-2010	Fall 2012	3	N	N	100	5		
AS.362.104	Introduction to the African Diaspora	Fall 2012	3	Y	N	100	8		
AS.362.105	Reading Seminar: Black Society in the Americas	Fall 2012	3	N	N	100	7		
AS.362.204	Women in African History	Spring 2013	3	Y	N	100	8		
AS.373.111	First Year Heritage Chinese	Fall 2012	3	Y	Y	100	17	1	
AS.373.112	First Year Heritage Chinese II	Spring 2013	3	Y	N	100	18		
AS.373.115	First Year Chinese	Fall 2012	4.5	Y	Y	100	59		3
AS.373.116	First Year Chinese II	Spring 2013	4.5	Y	N	100	52		2
AS.373.211	Second Year Heritage Chinese	Fall 2012	3	Y	Y	100	21		1
AS.373.212	Second Year Heritage Chinese II	Spring 2013	3	Y	N	100	22		1
AS.373.215	Second Year Chinese	Fall 2012	4.5	Y	Y	100	30	1	
AS.373.216	Second Year Chinese II	Spring 2013	4.5	Y	N	100	28	1	
AS.373.313	Third Year Heritage Chinese	Fall 2012	3	Y	Y	100	16		
AS.373.314	Third Year Heritage Chinese II	Spring 2013	3	Y	N	100	12		1
AS.373.315	Third Year Chinese	Fall 2012	3	Y	Y	100	16		
AS.373.316	Third Year Chinese II	Spring 2013	3	Y	N	100	15		
AS.373.415	Fourth Year Chinese	Fall 2012	3	Y	Y	100	8		
AS.373.416	Fourth Year Chinese II	Spring 2013	3	Y	N	100	7		
AS.373.451	Topics in Chinese Media	Spring 2013	3	N	N	100	4		
AS.374.502	Independent Study - Chinese	Spring 2013	7	N	N	100	1		
AS.374.307	Leadership in Military History	Fall 2012	2	Y	Y	100	7		
AS.374.307	Leadership in Military History	Spring 2013	2	Y	Y	100	10		
AS.375.115	First Year Arabic	Fall 2012	4.5	Y	N	100	4	3	

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AS.375.115	First Year Arabic	Fall 2012	4.5 Y	Y	Y	100	16	1	1
AS.375.116	First Year Arabic II	Spring 2013	4.5 Y	Y	N	100	14	2	2
AS.375.215	Second Year Arabic	Fall 2012	4 Y	Y	Y	100	17	2	2
AS.375.216	Second Year Arabic II	Spring 2013	4 Y	Y	N	100	13	1	1
AS.375.301	Third Year Arabic	Fall 2012	3 Y	Y	N	100	11	1	1
AS.375.302	Third Year Arabic II	Spring 2013	3 Y	Y	N	100	6	1	1
AS.375.401	Fourth Year Arabic	Fall 2012	3 Y	Y	Y	100	5	2	2
AS.375.402	Fourth Year Arabic II	Spring 2013	3 Y	Y	N	100	4	2	2
AS.376.303	Musical Theater from Aristophanes to Leonard Bernstein	Fall 2012	3 Y	N	N	100	9		3
AS.376.341	Music and Literature: 20th Century Opera	Spring 2013	3 N	N	N	100	12		
AS.377.131	Elements of Russian I	Fall 2012	4 Y	Y	Y	100	9	1	1
AS.377.132	Elementary Russian II	Spring 2013	4 Y	Y	N	100	5		
AS.377.208	Int Intermediate Russian	Fall 2012	4 Y	Y	Y	100	8		
AS.377.209	Adv Russian Grammar	Spring 2013	4 Y	N	N	100	9		
AS.377.210	Russian Conversation & Composition	Spring 2013	3 Y	N	N	100	4		
AS.377.211	Intro to Russian Lit I	Fall 2012	3 Y	Y	Y	100	6		
AS.377.269	The Russian Fairy Tale	Fall 2012	3 Y	Y	Y	100	1		
AS.377.318	Chekov and the Short Story	Spring 2013	3 Y	Y	Y	100	5		
AS.377.335	Technical Translation	Spring 2013	3 N	N	N	100	2		
AS.377.395	Seminar I: Russian Theater	Fall 2012	3 Y	Y	Y	100	7	1	1
AS.377.396	Senior Seminar II: Russian Poetry	Spring 2013	3 Y	Y	N	100	6	1	1
AS.377.501	Independent Study-Russian	Fall 2012	3 Y	Y	Y	100	1		
AS.377.506	Russian-Independent Study	Spring 2013	3 Y	Y	N	100	1		
AS.378.115	First Year Japanese	Fall 2012	4.5 Y	Y	Y	100	36	5	4
AS.378.116	First Year Japanese II	Spring 2013	4.5 Y	N	N	100	25	4	3
AS.378.215	Second Year Japanese	Fall 2012	4.5 Y	Y	Y	100	12	3	3
AS.378.216	Second Year Japanese II	Spring 2013	4.5 Y	N	N	100	10	2	2
AS.378.315	Third Year Japanese	Fall 2012	3 Y	Y	Y	100	9		
AS.378.316	Third Year Japanese II	Spring 2013	3 Y	Y	N	100	6		
AS.378.415	Fourth Year Japanese	Fall 2012	3 Y	Y	Y	100	4		
AS.378.416	Fourth Year Japanese II	Spring 2013	3 Y	N	N	100	2		
AS.378.501	Japanese Independent Study	Fall 2012	0 Y	N	N	100	2		
AS.380.101	First Year Korean	Fall 2012	3 Y	Y	Y	100	19		1
AS.380.102	First Year Korean II	Spring 2013	3 Y	N	N	100	14	1	2
AS.380.201	Second Year Korean	Fall 2012	3 Y	Y	Y	100	12		
AS.380.202	Second Year Korean II	Spring 2013	3 Y	Y	N	100	13		
AS.380.301	Third Year Korean	Fall 2012	3 Y	Y	Y	100	7		1
AS.380.302	Third Year Korean II	Spring 2013	3 Y	N	N	100	7		
AS.381.101	Beginning Hindi I	Fall 2012	3 Y	Y	Y	100	17	2	2
AS.381.102	Beginning Hindi II	Spring 2013	3 Y	N	N	100	14	2	2
AS.381.201	Intermediate Hindi I	Fall 2012	3 Y	Y	Y	100	11	1	1
AS.381.202	Intermediate Hindi II	Spring 2013	3 Y	N	N	100	7		1
AS.384.115	First Year Hebrew	Fall 2012	4 Y	Y	Y	100	5	2	2
AS.384.116	First Year Modern Hebrew II	Spring 2013	4 Y	Y	N	100	2	1	1
AS.384.215	Second Year Hebrew	Fall 2012	4 Y	N	N	100	2		
AS.384.216	Second Year Modern Hebrew II	Spring 2013	4 Y	Y	Y	100	2	1	1
AS.384.315	Third Year Hebrew	Fall 2012	4 Y	Y	Y	100	4		
AS.384.316	Third Year Modern Hebrew II	Spring 2013	4 Y	N	N	100	3		

