

**Europe since 1945**  
**TTh 1:30 – 2:45 pm**  
**Bloomberg 274**

Distribution Area: Humanities (H), Social & Behavioral Sciences (S)  
AS Foundational Abilities: Citizens and Society (FA4), Ethics and Foundations (FA5)  
EN Foundational Abilities: Engagement with Society (FA4)

POS Tag(s): HIST-EUROPE, HIST-US, CDS-MB, CDS-SSMC, INST-GLOBAL

**Instructor: Dr. Victoria Harms** (she/ her/ hers), Associate Teaching Professor

Email: [vharms1@jhu.edu](mailto:vharms1@jhu.edu)

Office hours: Gilman 342

Tuesdays, 10:00 am -12:00 pm, Thursdays, 3:00 – 4:00 pm (and by appointment)

Please sign up in advance:

[Book time with Victoria Harms: Office Hrs Spring 2026](#)

**Teaching Assistant: Rachel Yang**

Email: [ryang51@jhu.edu](mailto:ryang51@jhu.edu)

Office hours:

Please feel free to contact our liaison librarian Siân Evans about research inquiries:

**Siân Evans** (she/her), MA, MSLIS

Liaison Librarian for: Africana Studies | History | History of Science and Technology |  
Women, Gender and Sexuality

Sheridan Libraries

Email: [seveans66@jhu.edu](mailto:seveans66@jhu.edu)

[Schedule a meeting with me](#)

<https://calendly.com/siankevans>

## **Description**

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

Students are expected to engage with recent academic and non-academic, written and non-written sources during class. Be prepared to read short texts and watch

short videos and discuss them with your peers in person and on zoom. Please be ready to engage with your peers for 15-20 minutes during every class.

At the end of the semester, you will have achieved the following learning objectives:

- ✓ Summarizing and evaluating secondary literature
- ✓ Analyzing primary sources and the construction of historical narratives (in films, documentaries, museums, memorials, statues, national holidays, etc.)
- ✓ Conducting research independently and effectively
- ✓ Communicating research results and evidence-based arguments to your peers and in compelling, well-organized written form
- ✓ Leading and contributing to group discussions
- ✓ Understanding comparative, transnational, and entangled history
- ✓ Understanding the historical context of current affairs and the impact of the past on public debates, policy-decisions, and perceptions in Europe and beyond
- ✓ Understanding structural and everyday racism, gender as a social construction, gender inequality socio-economic inequities, and the ways in which they shape society and individual opportunities

#### General Reading:

(Required) Judt, Tony. *Postwar. A History of Europe since 1945*. New York: Penguin, 2005.

(Required) Kershaw, Ian. *The Global Age. Europe 1950-2017*. New York: Penguin Books, 2020.

#### Additional recommendations:

- Fulbrook, Mary, ed. *Europe since 1945*, The Short Oxford History of Europe. Oxford: Oxford University Press, 2001.
- Swain, Geoff, and N. Swain. *Eastern Europe since 1945. The Making of the Modern World*. Fifth ed. London: Red Globe Press, 2018.

Recommended resources for news and analyses of European affairs (not an endorsement of any specific political views):

- [Euronews](#) and [Euractiv](#) (daily news, owned by Alpac Capital with additional funding from the EU)
- [Politico Europe](#) (news, investigative journalism, owned by Axel Springer SE)
- [European Council on Foreign Affairs](#) (analysis and background, self-described pan-European liberal think tank)

*This syllabus serves as a contract between you and me that explains what I expect*

*of you, and what you may expect of me. By enrolling in this class, you accept the terms laid out below. Please read them carefully. In case I need to make changes to the syllabus, I will provide as much advanced notice as possible.*

### **Classroom etiquette**

Our classroom constitutes a **safe** and a **brave space**.

- ✓ Our class is a community of learners. We come from different walks of life, our individual and historical experiences differ, and we celebrate these differences as a source of power, inspiration, and resilience
- ✓ We respect one another's chosen identities, and engage in controversies with civility
- ✓ Stay engaged. Understand that learning involves risks (letting go of old ideas, wrestling with new truths).
- ✓ Speak your Truth. Own your intentions *and* your impact.
- ✓ Experience discomfort. Courage and respect in the face of conflict.
- ✓ Expect and accept non-closure.

## Assignments

### Grading:

- 25% Class Participation
- 25% Quizzes
- 25% Primary source challenge
- 25% Movie Analysis

***Do not attempt to negotiate your final grade, please.***

*The cut off between an A and an A- is 94.0. You have all semester to prove you are an "A student." Belated complaints and negotiations are unfair to your peers and disrespectful to the instructors.*

***Please note the changes to the incomplete grade policy. For more information, please consult the Office of the University Registrar's [website](#).***

### **Class Participation: 25%**

Make sure you come to class prepared and on time. Attendance does not equal participation.

Attendance is the most basic requirement for a college education. If you miss three or more classes unexcused/ without legitimate reasons (such as illness, conflicting athletic or academic obligations) **you will not receive a passing grade.**

Lecture course or not, this is an interactive class. Expect to spend 20% of our time working in small groups. You are expected to engage with the assigned material and your peers.

Common rules of courtesy apply. Please treat everyone with kindness and respect.

*Why do we do this?* New knowledge is generated and old beliefs and ideas challenged, adjusted, revised, and dismissed in dialogue with others. Never will you have prepared readings for class in vain. We will *always* talk about the assignments and build on what you have learnt and what you think about them.

### **Quizzes: 25%**

We will write **six pop quizzes** (blue book) during the term. The lowest grade will be dropped. Each quiz is worth five points. **There will be no make-up quizzes.**

For each week, you will find reading questions on canvas. The questions on the pop quizzes are identical to those. You are encouraged to prepare your response. You will not be allowed to use your laptop, please prepare accordingly.

If you have to miss class for legitimate reasons (e.g. conflicting academic and athletic obligations) and inform the instructor in advance, you are free to submit your reading notes by email. In case of a pop quiz, those notes will count in lieu of the in-class quiz.

**Why do we do this?** At Hopkins, you are constantly chasing deadlines, and you are expected to read copious amounts of texts, not just in this class, but generally. We need to develop habits to better remember what we read long-term. Capturing some of the main arguments of a text in your own words improves your reading, memory and writing skills. Composing responses to key questions about a reading allows you to reproduce, challenge, and transfer the knowledge you acquired reading the assigned texts. I understand that you will probably hate this assignment at some point in the semester (I know you're busy). But it will make you a better writer, thinker, analyst, and debater. As with most things in life, practice makes perfect (cliché, I know).

## **Primary Source Challenge: 25% (8 pages max.)**

Find (on your own) a primary source that supports or challenges arguments we have discussed in class.

Your paper must cover three parts:

- 1) Explain how you found the source.
- 2) Introduce the source you found (W-questions)
- 3) Explain how it challenges or supports arguments we have discussed in class

Part 1: Explain the steps that led you to the source. Add links and references as needed. You are free but not required to share why you picked this source (here or in part 3). You should dedicate about a page to address this part.

Part 2: Introduce the source and author. Answer the W-questions. Summarize the content. Be clear about the historical context.

The W -questions include: Who? What? When? Where? Why? To whom? To what end? ...as well as how (genre of source)?

In other words, consider discussing issues such as:

- the author's position and background
- the target audience
- the author's intentions
- content of the source (explicit and implicit)/ possible biases
- meaning and historical relevance of the source

Part 3: Reference material, reading assignments, and conversations we had in class. You are expected to reference those. Be very clear about the arguments presented in class. You are strongly encouraged to add additional secondary sources to support your own arguments.

Additional information:

You can either check off each section mechanically or integrate them into one comprehensive text. Your choice of format will not have a negative impact on your grade. Choose the format that you feel more comfortable with and that allows you to present the strongest case.

You are expected to observe the formal requirements (see below). Add a title as well as your information to your paper.

Scaffolded assignment:

You will find a non-graded assignment on Canvas. Please enter your “find” and any questions or comments there. The content of your entry is only accessible to you, the instructor, and the TA. This is an opportunity for you to receive early assistance and feedback.

Feedback:

You have the option to submit a draft to the instructor (min. 24 hrs before the day of the deadline) and receive constructive feedback.

**Why do we do this?** Johns Hopkins University is a research university. Historical thinking is informed by extensive research. Knowing how to conduct research and how to think and assess sources are critical skills. You will hone both in this paper.

Similarly, the ability to communicate your knowledge coherently, comprehensively, and convincingly is an essential skill in college and beyond.

Moreover, this assignment allows you to demonstrate how participation in class discussions has informed your understanding of history. New knowledge is generated through research *and* engagement with ideas, experts, and other people.

In short, this assignment improves your critical thinking, research, and communication skills.

**Deadline for choice: EOD March 13, 2026**

**Deadline for PSA: EOD March 27, 2026**

**Canvas assignment**

**Canvas assignment**

## **Movie Analysis: 25% (8 pages max)**

Select a movie from the list below. You are expected to write a summary and analysis of the movie *situating it within its proper European historical context*. Explain what parts of European history the movie reflects, which kind of story/ stories (of Europe)

it tells and from which perspective. Reflect critically on the messages and meaning of the movie.

Support your analysis with references to material assigned and discussed in class as well as sources and literature you have researched yourself.

Organize your paper coherently. Compose a research-based, argument-driven text that is well-sourced and illustrates your ability to critically assess fictionalized presentations of historical events.

**Why do we do this?** Most people do not acquire historical knowledge from reading scholarly or expert texts. Movies have become a source of historical knowledge, albeit imperfect, and a substitute for historical education. This assignment aims at making you a critical consumer of popular, fictionalized representations of historical events and developments. The paper invites you to consider movies as a source of historical knowledge, contextualize them, and compare and contrast them with textual primary and secondary sources. It encourages you to think critically about the historical narratives movies construct and promote, and what messages they send to viewers about a historical period and its implications.

**Deadline for choice: EOD April 17, 2026**

**Deadline: EOD April 30, 2026**

**Canvas assignments**

**Canvas assignments**

**Selection:**

1. *Man of Iron*, dir. Andrzej Wajda, 1981.
2. *'71*, dir. Yann Demange, 2014.
3. *Beautiful People*, dir. Jasmin Dizdar, 1999.
4. *California Dreamin'*, dir. Cristian Nemescu, 2007. (online)

## General Expectations for Written Assignments

Papers are graded based on

- ✓ demonstrated independent research effort
- ✓ use of primary and secondary sources
- ✓ clarity of argument
- ✓ level and variety of language
- ✓ style of writing
- ✓ organization and structure of paper
- ✓ consistent and correct use of bibliographic references and citations
- ✓ correct application of academic writing formalities

## Formal requirements for Written Assignments

- Normal margins (1" top & bottom, 1"25 left & right)
- 12 pt. font size, standard fonts: Times New Roman, Arial, Calibri.
- Double space
- Page numbers

- Add a title
- Add your (last) name to the document *and* the file name.
- List of references/ bibliography appears on a separate page
- Cover page optional
- Your choice of standard reference style (as long as it is complete, consistent, verifiable)
- No use of any AI tool. All written assignments have to be your own work.

Please take note of the Johns Hopkins University KAS rules for [academic integrity](#). You are expected to comply with the rules that govern JHU. Please be aware of the consequences if you fail to do so.

## Schedule

### January 20: Introduction

### January 22: End of World War II (heavy reading load)

Tony Judt, "The Legacy of War," in *Postwar. A History of Europe since 1945*, pp. 13-40.

### January 27: A New World Order

Tony Judt, "The Rehabilitation of Europe," in *Postwar*, pp. 63-89 (not entire chapter).

Read one of these primary sources (decided in class on 1/22/26):

- George F. Kennan, "The Long Telegram," (22 February 1946), in *The Origins of the Cold War*, rev. ed., ed. Kenneth M. Jensen (Washington D.C.: U.S. Institute of Peace Press), pp. 17-31.
- Andrei Zhdanov, "Two-Camp Policy" (September 1947)" in *From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945*, ed. by Gale Stokes, (Oxford University Press, 1991), 35-42.

In-class: [UN Declaration of Human Rights](#), 10 December 1948.

### January 29: Stalinism in Eastern Europe

Tony Judt, "Into the Whirlwind," in *Postwar*, pp. 165-187 (not entire chapter).

### February 3: The Making of Western Europe

Tony Judt, "The Politics of Stability, in *Postwar*, pp. 241-265 (not entire chapter)

Film: "Night and Fog," directed by Alain Resnais, 1956. (Runtime: 32 mins.)

### February 5: Resistance & Consolidation in Eastern Europe

Tony Judt, "Lost Illusions," in *Postwar*, pp. 302-323.

Read **two** of the sources below:

- Doc 24: The 'Sixteen Points' Prepared by Hungarian Students, October 22-23, 1956.
- Doc 57: Working Notes and Attached Extract from the Minutes of the CPSU CC Presidium Meeting, October 31, 1956.
- Doc 67 & 68: Telegrams by Imre Nagy
- Doc 104: Resolution of the Provisional Central Committee of the Hungarian Socialist workers' Party, December 5, 1956

all in *The 1956 Hungarian Revolution. A History in Documents*, ed. Cs. Békés, M. Byrne, J. Rainer (Budapest: CEU Press, 2002), pp. 188-190, 307-310, 332-333, 460-463.

**February 10: Decolonization (heavier reading load)**

Tony Judt, "Lost Illusions," in *Postwar*, pp. 278-306. (not entire chapter).

In-class primary sources:

1. Harold Macmillan, "Wind of Change Speech" (3 February 1960).
2. United Nations General Assembly, "Declaration on Granting of Independence to Colonial Countries and People" (14 December 1960)

in *Voices of Decolonization. A Brief History with Documents*, ed. by Todd Shepard. Boston/ New York: Bedford/ St. Martin's, 2015, pp. 96-103, 109-112, 138-141.

**February 12: European Integration**

Hansen, Peo, and Stefan Jonsson. "Eurafrica Incognita: The Colonial Origins of the European Union." *History of the present (Champaign, Ill.)* 7, no. 1 (2017): 1-32.

**February 17: The End of the French Empire**

Movie: *The Battle of Algiers*, dir. Gillo Pontecorvo, 1966, 120 mins. (Kanopy)

In-class primary sources:

- National Liberation Front FLN, Proclamation (November 1954)
- François Mitterand, Speech (November 1954)
- Press Conference, Charles de Gaulle (April 11, 1961)

in *Voices of Decolonization. A Brief History with Documents*, ed. by Todd Shepard. Boston/ New York: Bedford/ St. Martin's, 2015, pp. 96-103, 109-112.

**February 19: The Sixties in the East**

Kershaw, Ian. "Chapter 6: Challenges," in *The Global Age. Europe 1950-2017*, pp. 215-238. New York: Penguin Books, 2020.

In class primary source:

Jean-Paul Sartre and Daniel Cohn-Bendit (20 May 1968), in *The Global Revolutions of 1968*, ed. by Jeremi Suri (New York: W.W. Norton & Co., 2007), pp. 132-140.

**February 24: The Sixties in the East**

Tony Judt, "The End of the Affair," in *Postwar*, pp. 422-449.

In-class primary source:

Ludvík Vaculík, "Two Thousand Words for Workers, Farmers, Scientists, Artists, and Everyone," (27 June 1968), in *The Global Revolutions of 1968*, ed. by Jeremi Suri (New York: W.W. Norton & Co., 2007), pp. 158-165.

**February 26: Southern Europe: From Dictatorships to Democracy**

Tony Judt, "A Time of Transition," in *Postwar*, pp. 504-523.

**March 3: The Crises of the Seventies**

Tony Judt, “Diminished Expectations,” in *Postwar*, pp. 453-477 (not the entire chapter).

### **March 5: Opposition to State Socialism**

Tony Judt, “The Power of the Powerless,” in *Postwar*, pp. 559-584.

#### In class primary source:

Charta 77 Declaration (January 1, 1977), in *The Global Revolutions of 1968*, ed. by Jeremi Suri (New York: W.W. Norton & Co., 2007), pp. 284- 289.

### **March 10: Neoconservative Revolutions**

Tony Judt, “The New Realism,” in *Postwar*, pp. 535-558.

### **March 12: 1989 (heavy reading load)**

Tony Judt, “The End of the Old Order,” in *Postwar*, pp. 592-633.

#### In-class primary source:

Mikhail Gorbachev, “[Address given to the Council of Europe](#),” Strasbourg, France, July 6, 1989.

## **\*\* March 13 EOD: Choice of Primary Source Due – Canvas**

### **Spring Break March 16-20**

### **March 24: Collapse of the Soviet Union**

CNN, “Cold War Conclusions,” episode 24, 1998. (47 mins)

URL: <https://www.youtube.com/watch?v=xidgcMW-LpA&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOOQdGc&index=24&frags=pl%2Cwn>  
(Treat this as an ambiguous source)

#### Primary source:

Cover story, “Yanks to the Rescue. Th Secret Story of How American Advisers Helped Yeltsin Win,” *Time Magazine*, July 15, 1996, pp. 28-37. Digital reproduction available on the Internet Archive:  
<https://archive.org/details/TimeUSMeddlingOnRussia>.

### **March 26: The Breakup of Yugoslavia**

Tony Judt, “The Reckoning,” in *Postwar*, pp. 665-685. (**not** the entire chapter!)

BBC Newsnight, “Srebrenica. The Search for the Truth,” (7 July 2015). URL: <https://www.youtube.com/watch?v=tzBgmUpLIg>. (14 mins)

**\*\* March 27 EOD: Primary Source Challenge Due – Canvas Turnitin**

**March 31: Imperialism's Legacies**

Movie: *La Haine*, dir. Mathieu Kassovitz, 1995 (98 mins). Kanopy

**April 2: Shock Therapy & Putin's Russia**

Vox, "From Spy to President: The Rise of Vladimir Putin," (March 23, 2017). URL: [https://youtu.be/lxMWSmKieuc?si=P5fuLDNs\\_BPpx8eV](https://youtu.be/lxMWSmKieuc?si=P5fuLDNs_BPpx8eV). (9 minutes)

Kershaw, Ian. "The War on Terror," in *The Global Age. Europe 1950-2017*, pp. 444-458. New York: Penguin Books, 2020.

**April 7: European Union (time consuming)**

Movie: "L'Auberge Espagnole," dir. Cédric Klapisch, France/Spain 2003 (122 mins).

**April 9: The Global Financial Crisis 2008-2013**

Kershaw, Ian. "Chapter 12: The Crisis Years," in *The Global Age. Europe 1950-2017*, pp. 488-512 (part I). New York: Penguin Books, 2020.

Primary source:

Putin, Vladimir. "Speech and the Following Discussion at the Munich Conference on Security Policy." (2007). Published electronically 10 February 2007. <http://en.kremlin.ru/events/president/transcripts/24034>.

**April 14: The 2015 "Refugee Crisis"**

Last Week Tonight Show with John Oliver, "Migrants and Refugees," HBO, 28 September 2015, 18 mins. URL: <https://www.youtube.com/watch?v=umqvYhb3wf4>.

Kershaw, Ian. "Chapter 12: The Crisis Years," in *The Global Age. Europe 1950-2017*, pp. 512-525 (part II). New York: Penguin Books, 2020.

**\*\* April 11 EOD: Choice of Movie Due – Canvas**

**April 14: Brexit**

"Post-Brexit Blues," Arte.Tv Documentary (July 31, 2024). <https://youtu.be/x7dsZUxdKRA?si=MV9oBuZ3vWxaWo1S>. (32 mins)

*The Guardian* journalist John Harris travelled the UK in 2019 as the negotiations over a deal with the EU were discussed in the British parliament. *Please watch at least ONE of the episodes below (ca. 20 mins):*

1. "Brexit breakdown: southern discomfort | Anywhere but Westminster," 24 January 2019, URL: <https://www.youtube.com/watch?v=ZwbYjgL0qdA>.
2. "Brexit breakdown: fear and anger on the Irish border | Anywhere but Westminster," 13 February 2019, URL: [https://www.youtube.com/watch?v=SRMwCz\\_Q9b4&t=985s](https://www.youtube.com/watch?v=SRMwCz_Q9b4&t=985s).
3. "Brexit breakdown: a big day in the north | Anywhere but Westminster," 21 March 2019, URL: <https://www.youtube.com/watch?v=y4ulC0AwD68>.
4. "Brexit breakdown: affluence, decay and fury in the Tory heartlands | Anywhere but Westminster," 9 April 2019, URL: <https://www.youtube.com/watch?v=k7E4Kxl7Ei4>.

#### **April 16: Authoritarianism & Democratic Backsliding**

"Hello, Dictator" - Orbán, the EU and the Rule of Law, Broadview TV (2021).  
<https://www.youtube.com/watch?v=0qmdfkGM88U>. (1 hr 29 mins)

#### **\*\* April 17: Movie Choice – Canvas**

#### **April 21: Europe's Reckoning with Colonialism and Racism**

Kelly, Natasha A., and Olive Vassell. "Introduction. Black Europe. Contesting, Conceptualizing, and Organizing." In *Mapping Black Europe*, edited by Natasha Kelly and Olive Vassell, 7-24. Bielefeld: transcript, 2023.

#### **And choose one:**

1. Dingong, Epée Hervé, and Olive Vassell. "Black Paris." In *Mapping Black Europe*, 137-57.
2. Vassell, Olive. "Black London." In *Mapping Black Europe*, 69-91.

#### **April 23: Russia's Full-Scale Invasion of Ukraine**

Orenstein, Mitchell A. "The European Union's Transformation after Russia's Attack on Ukraine." *Journal of European Integration* 45, no. 3 (3 April 2023): 333-42.

#### **\*\* April 30 EOD: Movie – Canvas Turnitin**

## General policies

### Absences

Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the [university's policies](#) and must be explained **at least 6 hours** before class.

**If you miss more than four classes unexcused, you will not receive a passing grade.**

### Mental Health

Please note that a new university-wide website has been created to provide information on a wide variety of services available to support student wellness. You can find this website at <http://wellness.jhu.edu>.

If you are struggling with anxiety, stress, depression or other mental health related concerns, please consider visiting the JHU Counseling Center. If you are concerned about a friend, please encourage that person to seek out their services. The Counseling Center is located at 3003 North Charles Street in Suite S-200 and can be reached at 410-516-8278 and online at <http://studentaffairs.jhu.edu/counselingcenter/>.

### Academic Integrity

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

For more, see: <https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>

### Accommodations

Accommodations will be made for those who need them. Please come talk with me in the first two weeks of the semester to discuss your needs. Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu).

### Religious holidays

Religious holidays are valid reasons to be excused from class. Students who must miss a class or an examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class or to make up any work that is missed. More information may be found at the Religious and Spiritual Life (<https://studentaffairs.jhu.edu/campus-ministries/>) website.

### **Classroom Climate**

I am committed to creating a classroom environment that values the diversity of experiences and perspectives that all students bring. Everyone here has the right to be treated with dignity and respect. I believe fostering an inclusive climate is important because research and my experience show that students who interact with peers who are different from themselves learn new things and experience tangible educational outcomes. Note that you should expect to be challenged intellectually by me, the TAs, and your peers, and at times this may feel uncomfortable. Indeed, it can be helpful to be pushed sometimes in order to learn and grow. But at no time in this learning process should someone be singled out or treated unequally on the basis of any seen or unseen part of their identity.

If you ever have concerns in this course about harassment, discrimination, or any unequal treatment, or if you seek accommodations or resources, I invite you to share directly with me or the TAs. We will take your communication seriously and seek mutually acceptable resolutions and accommodations. Reporting will never impact your course grade. You may also share concerns with the department chair Professor Toby Meyer-Fong, the Director of Undergraduate Studies Professor Erin Rowe, the Assistant Dean for Diversity and Inclusion Dr. Araceli Frias, or the Office of Institutional Equity (oie@jhu.edu). In handling reports, people will protect your privacy as much as possible, but faculty and staff are required to officially report information for some cases (e.g. sexual harassment).

### **Sexual Assault Helpline**

The Sexual Assault Helpline (410-516-7333) is a confidential service of the Johns Hopkins University Counseling Center. Trained professional counselors are available to students, and offer support, provide resources or answer questions 24/7.

### **Screen Policy**

Laptops, smartphones, and other devices are both a boon and a distraction to higher education. You are discouraged from using social media, texting, chatting, email, and all class unrelated activities during class time. **Make sure all your devices are silenced.**