

**Baltimore, Basketball, and the Legacy of Bentalou**  
**W 1:30 – 4:00 pm**  
**AS.100.412 | Gilman 119**

*Distribution Area: Humanities (H), Social & Behavioral Sciences (S)*

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

*POS Tags: HIST-US, CDS-EWC, CDS-SSMC*

Instructor: Victoria Harms, 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](#)

Co-Educator: Coach Paul Franklin

Email: [bentlaourecouncil@gmail.com](mailto:bentlaourecouncil@gmail.com)

Website <https://projectsurvivalbasketball.com>

**Description**

In this community-engaged sports history seminar, we partner with co-educator Coach Paul Franklin and an after-school youth basketball program in Bentalou, West Baltimore, founded in 1970. This class provides crucial lessons about US and sports history in the 20th and 21st centuries. We will study the history of urban planning, public health, law and order, and politics in Baltimore through the lens of this program and seek to better understand its significance for the community. Our group is tasked with researching the program's evolution: we will speak with experts, sports figures, organizers and community leaders in the city, conduct interviews with past and current players, coaches, and supporters, explore relevant archives, newspapers, photos and film. of class, attend some U10 & U12 games. Collectively, we will decide on the deliverables to be presented to parents and players at the end-of-the-season celebration in April.

This is a discussion-based class. **To keep the assigned reading load manageable, we will regularly read several pages of material *in class*.** That will require concentrating for 10 minutes in silent study. **Expect 90% of the time in class to be group work.** Consider every class and every assignment an opportunity to improve your skills in project management, communication, critical thinking, and analysis.

*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.

## Learning objectives

- ✓ Comprehending and summarizing secondary literature
- ✓ Analyzing and interpreting primary sources
- ✓ Archival research (online and in person)
- ✓ Designing, conducting, and processing oral history interview
- ✓ Creating metadata
- ✓ Project management
- ✓ Community building
- ✓ Communication (written and oral)
- ✓ Critical use of feature films
- ✓ Leading and contributing to group discussions effectively
- ✓ Active listening and engagement in mutually beneficial teamwork
- ✓ Reflecting the historical context of policies and policymakers
- ✓ Understanding intersectionality – race, gender, and class – and how it shapes society and individual opportunities
- ✓ Reflecting on and addressing positionality: Thinking through our role as learners, citizens, and Hopkins affiliates in Baltimore and the wider the wider world

## Required Readings

Anthony, Carmelo, and D. Watkins. 2022. *Where Tomorrows Aren't Promised. A Memoir of Survival and Hope*. New York: Simon & Schuster.

Danois, Alejandro. 2016. *The Boys of Dunbar*. New York: Simon & Schuster.

Please sign up for a free e-card with the **Enoch Pratt Library**. You will need it to access the Baltimore edition of *The Afro-American* (the *Afro* for short), which we will consult for research. <https://www.prattlibrary.org/library-cards/ecard>.

## Recommended Readings

Brown, Lawrence. *The Black Butterfly. The Harmful Politics of Race and Space in America*. Baltimore: Johns Hopkins University, 2021.

King, P. Nicole, Kate S. Drabinski, and Joshua Clark Davis, eds. *Baltimore Revisited: Stories of Inequality and Resistance in a U. S. City*. New Brunswick: Rutgers University Press, 2019.

LaFeber, Walter. *Michael Jordan and the New Global Capitalism*. New York and London: W.W. Norton & Co., 1999.

Nathan, Daniel A., ed. *Baltimore Sports. Stories from Charm City*. Fayetteville: University of Arkansas Press, 2016.

Rhoden, William C. *Forty Million Dollar Slaves. The Rise, Fall, and Redemption of the Black Athlete*. New York: Broadway Books/ Penguin, 2007.

Watkins, D. *The Beast Side: Living and Dying While Black in America*. New York: Skyhorse Publishing, 2016.

\_\_\_\_\_. *The Cook Up. A Crack Rock Memoir*. New York: Grand Central Publishing, 2017.

\_\_\_\_\_. *Black Boy Smile. A Memoir in Moments*. New York: Hachette, 2022.

## Etiquette

- ✓ 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.
- ✓ Be respectful/ show respect – controversy 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.

Our time at Hopkins can be stressful, and the various expectations that you have to meet and the challenges you are confronted with can feel overwhelming. Please make sure to stay healthy and protect your physical, emotional, and mental well-being. Take the necessary precautions and seek professional support if necessary. Do not hesitate to reach out to the [Counseling Center](#) during regular working hours 410-516-8278. After hours: press 1. A trained, professional, and diverse staff is ready to assist you.

If you find yourself in a hostile or adverse environment, please take good care of yourself. Your personal safety, your emotional and mental well-being are more important than any class. If you sense that something is not right, do not wait, get assistance. Do not hesitate to reach out to the [Counseling Center](#) during regular working hours 410-516-8278. After hours: press 1.

## Assignments

### Use of generative AI

Students should not use generative AI to answer reading questions or complete any required writing assignment.

This is considered use of unauthorized electronic devices or software as stated in the university ethics policy. Violations will be reported as cheating, plagiarism, and falsification/ lying. Please familiarize yourself with JHU's definition of violation of academic integrity and potential penalties: <https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>.

Students are allowed to use generative AI to brainstorm ideas or ask questions about how to solve a problem, but any final work that they submit must be their own.

Critical use of AI is highly recommended. Generative AI has a bias to give an answer, even if it is incorrect. This is especially the case with more sophisticated topics such as those studied in this course. When using generative AI, be sure to verify any information provided against the course materials. If you have any questions about appropriate use of these technologies, please consult the instructor.

### **Grading:**

- 25% Class participation
- 25% Reading notes
- 15% Reflection
- 15% Journal
- 20% Final project

*Do not attempt to negotiate your final grade, please. You have all semester and plenty of opportunities to demonstrate you deserve an A. Do not try to talk your way to an A when all grades are in, and you realize you are "only" a few decimal points short. It is unfair to everyone else and disrespectful to the instructors. The official cut off between an A and an A- is 94.0.*

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

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

Make sure you show up to class prepared and on time. This is an interactive lecture course with plenty of group work. You are expected to engage with the instructors, assigned material, and your peers. Common rules of courtesy apply.

*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.

This is your class. You take charge in the classroom and work through material, ideas, histories, experiences and opinions in informed conversations with you peers. Class time is also a great opportunity to engage in meaningful conversations with your friends and make new friends. We are a team here, you belong, claim your seat at the table.

### **25% Reading notes**

For most classes, you are expected to submit a short reading summary to canvas. These notes summarize *in your own words* the topic, main arguments and facts, the author(s) make and, if relevant, the evidence they use to corroborate their claims.

There will be times when you truly dislike this assignment. But it's worth your time. It will help you will hone your retention, writing and analytical skills. Note as a thumb rule that you are expected to spend roughly as much time preparing *for* class as you spend *in* the class, i.e., approx. 2.5 hours per week.

*Why do we do this?* At Hopkins, you are constantly chasing deadlines and are expected to read copious amounts of readings, not just in this class, but in general. We need to develop habits to better remember what we read long-term. Writing reading notes helps you process and retain the authors' main arguments and ideas. Articulating them in your own words improves retention and 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, analyst, and debater. As with most things in life, especially in sports, practice makes perfect (cliché, I know).

The use of AI to complete these assignments is prohibited.

Please submit your note to the corresponding assignment on Canvas. Each note is graded on a scale of 1-5 with .25 increments.

Please ensure submission of your reading note **by 1:30 pm the day of.**

### **15% Journal**

Please keep a journal of your visits to practice and games. We will coordinate visits collectively during class time. You are expected to attend practices and games at least four times. In return, we will not meet during our regular class times four times (see "schedule").

Please observe and engage. Follow Coach Paul's and Coach Kelly's instruction whenever the situation arises. Introduce yourselves to players, guardians, parents if possible and appropriate. Do not disrupt practice. Show your support. Cheer during games.

You will find discussion boards on Canvas to which you can post your journal entries. Feel free to add photos. Add the date of your visit and location.

Please submit within 48 hours of your on-site visit.

*Why do we do this?* You are active and actively thinking participants in the community engaged elements of this seminar. You are expected to take the time you spent with our partners seriously and treat it as an indispensable component of your education. This assignment will help you think through your experiences and allows you to articulate your thoughts after careful reflection and in writing. It will make you a more conscious and critical observer of yourself and your social environment.

You can find the schedule for the Baltimore City Winter 12U League here:

<https://bcropsports.org/schedule/668110/12u>.

FYI: You can find the BCPS schedules for boys and girls JV and Varsity basketball here:

<https://www.baltimorecityschoolsathletics.info/g5-bin/client.cgi?G5button=13>.

### **15% Research- and Class-Based Reflection**

At the end of the semester, you are expected to submit a critical reflection of the semester. Free style but with class. You are invited to reflect on your personal experiences, the semester, our cohort, readings, guest speakers, archival research, etc. Reference our research and readings. This should be a well-informed reflection that highlights your own experiences and learning this semester.

If possible, reflect on your positionality and the impact of the class on your perception of Baltimore and the role of sports in our society and communities.

*Why do we do this?* The paper gives you time and space to reflect on and share what you have learnt this semester and highlight what stands out to you. You can be as personal and creative as you prefer but do not lose sight of the academic nature of this assignment entirely. As with anything else you have done in this class, the paper is meant to challenge you intellectually. It helps you refine your observer and critical thinking skills and invites you to present well-argued, well-founded ideas and opinions relying on the material we have perused and discussed in class. No baseless claims.

**Deadline: May 6, 2026, EOD.** Please submit to the respective assignment on Canvas.

### **20% Final project**

*Our class is tasked with researching the history of the after-school [basketball program at Bentalou](#) and its relevance and meaning to the community it serves, past and present.*

We will collectively decide in class what the final assignments will consist of. If you so wish, we can work in groups. We will develop different projects that we then share out with Coach Paul and the kids, parents, and supporters in Bentalou.

Projects can include but are not limited to:

- StoryMap
- Scrapbook
- Illustrated history booklet
- Zine

- End-of-the-season celebratory video
- Instagram account
- Youtube channel
- [your idea]

*Why do we do this?* Our partners are generous in allowing us into their space and granting us their time and attention. In return, we support them in elevating the histories of the players past and present, coaches, families, supporters and the Bentalou community at large. You have the unique opportunity to bring your academic skills to this partnership and use them to capture this moment and make the history we study more widely accessible. This is public history at its finest. See this assignment as an opportunity for us to give back to the program, the coaches, and the kids, and help celebrate the legacy and further the continuity of Project Survival.

**Deadline: mid-April – TBD**

*Writers, all writers, need feedback on their writing to advance their projects. The JHU Writing Center provides free writing support to all undergraduate and graduate students in degree programs on the Homewood Campus in a peer tutoring model. We work individually with writers on all writing projects – whether personal, academic, or professional – at any stage of the writing process. Please to check the [Writing Center's website](#) for general writing advice and to schedule an appointment with one of its tutors.*

### **Formal requirements for all written assignments**

- Margins: 1" all around, 12 pt. font size, standard font (e.g. Times New Roman, Calibri, Arial).
- Double spaced
- Your choice of reference style (Chicago, APA, MLA, etc.) as long as you use it correctly and consistently
- Add your name and basic course information to the top of the first page, the cover page, or the header
- ALWAYS add your last name to the file name (no spaces in file names)
- Page numbers
- List of references (bibliography) on a separate page
- You are expected to be aware of and comply with Hopkins' rules of [academic integrity](#)
- Every academic paper consists of a title, an introduction, body paragraphs, and a conclusion
- JHU has defined the use of AI as illegitimate use of computers and devices. Thus, a detection of AI in any paper carries the same penalties as cheating and plagiarism.



## SCHEDULE

You are expected to have read Alejandro Danoi's *The Boys of Dunbar* by the end of spring break and Carmelo Anthony's memoirs, *Where Tomorrows Aren't Promised. A Memoir of Survival and Hope* by the end of April.

### January 21: Introduction

[All in class]

Bembry, Jerry. "'You Ain't Baltimore If You Don't Play in the Brunson'." *Andscape* (2018). August 9, 2018. <https://andscape.com/features/summer-pro-am-league-you-aint-baltimore-if-you-dont-play-in-the-brunson/>. [watch embedded video]

Basil, Sapna. "Baltimore's First WBNA Game Draws a Crowd, Even with Caitlin Clark Injured." *The Baltimore Banner* (2025). Published electronically May 29, 2025. <https://www.thebanner.com/sports/caitlin-clark-mystics-fever-wbna-baltimore-crowd-YW7U4V50TJDEFLAEOE2OYLCGX4/>.

Gardner, Hayes. "CIAA Basketball Tournaments to Remain in Baltimore through 2029." *The Baltimore Banner* (2025). Published electronically June 18, 2025. <https://www.thebanner.com/sports/college-sports/ciaa-basketball-tournament-location-baltimore-charlotte-WGES5TJ5DBBAJGUCJRYOWFJWVE/>.

Goon, Kyle. "How Baltimore Can Keep Its Basketball Talent with an Old Church — and a Few Million Dollars." *The Baltimore Banner* (2025). Published electronically November 3, 2025. <https://www.thebanner.com/sports/basketball-carmelo-anthony-sanctuary-sam-brand-baltimore-hoops-7IZWD73SORF4DLMK5QPBW27CEQ/>.

"Khloe Ison is the future of Baltimore basketball. A peek inside the world of a young hoops phenom and a family's sacrifice." *Baltimore Beat* (2026). Published electronically January 9, 2026. <https://baltimorebeat.com/khloe-ison-is-the-future-of-baltimore-basketball/>.

*Time Magazine* vol. 185, no 17 (2015): "America, 1968-2015. What has changed, what hasn't," (May 11, 2015), [cover page +] pp. 10-11, 34-39.

*Brainstorm for fan swag for our visits to the Bentalou Bombers' games in the [Baltimore City Winter League 12U](#).*

### January 28

Baum, Howard. "How the 1968 Riots Stopped School Desegregation in Baltimore." In *Baltimore '68: Riots and Rebirth in an American City*, edited by Thomas L. Hollowak, Jessica I. Efenbein, and Elizabeth M. Nix, 154-79. Philadelphia: Temple University Press, 2011.

Lieb, Emily. "'White Man's Lane': Hollowing out the Highway Ghetto in Baltimore." In *Baltimore '68: Riots and Rebirth in an American City*, edited by Thomas L. Hollowak, Jessica I. Efenbein, and Elizabeth M. Nix, 51-69. Philadelphia: Temple University Press, 2011.

In-Class:

Olsen, Jack. "The Black Athlete — a Shameful Story." *Sports Illustrated* 29, no. 1 (1 July 1968): 12-27.

Olsen, Jack. "Pride and Prejudice." *Sports Illustrated* 29, no. 2 (8 July 1968): 18-31.

Olsen, Jack. "In an Alien World." *Sports Illustrated* 29, no. 3 (15 July 1968): 28-43.

CLASS VISIT BY ALLISON SEYLER TO DISCUSS ORAL HISTORY INTERVIEWS

**February 4**

Coates, James, Hannah Doban, and Nevon Kipperman. "Black Sport and Baltimore. Spats, the Judge, and the Pearl." In *Baltimore Sports. Stories from Charm City*, edited by Daniel A. Nathan, 181-97. Fayetteville: University of Arkansas Press, 2016.

Bembry, Jerry. "The Bears of Baltimore. Morgan State University Intercollegiate Athletics." In *Baltimore Sports. Stories from Charm City*, edited by Daniel A. Nathan, 93-111. Fayetteville: University of Arkansas Press, 2016.

CLASS VISIT BY COACH PAUL FRANKLIN

**February 11**

NO CLASS

*Note: Make sure you have watched this by March 4:*

Marx, Fred, Steve James, Peter Gilbert, and Kanopy. 2016. *Hoop Dreams*. San Francisco, California, USA: Kanopy Streaming. Run time: 2 hours 52 minutes. [original 1994]

*Please treat this documentary as a primary source.*

**February 18**

Witherspoon, Kevin B. "'Fuzz Kids' and 'Musclemen': the US-Soviet Basketball Rivalry, 1958–1975." In *Diplomatic Games*, edited by Heather Dichter and Andrew Johns, 297-326. Louisville: University Press of Kentucky, 2014.

Hartmann, Douglas. "Chapter 8: The Cultural Politics of Sport and Race in the Post-protest Era," in *Race, Culture, and the Revolt of the Black Athlete. The 1968 Olympic Protests and Their Aftermath*, pp. 251-274 [+ notes 310-314]. Chicago: University of Chicago Press, 2003.

CLASS VISIT BY ETHAN BARTLETT, Research Data Analyst at MSPH, JHU Center for Gun Policy

TBD CLASS VISIT JOHN ELLIS, JHU CLASS OF 2025 AND TEACHER AT FOREST PARK HIGH SCHOOL

**February 25**

Pousson, Eli. "Vacant Houses and Inequality in Baltimore from the Nineteenth Century to Today." In *Baltimore Revisited: Stories of Inequality and Resistance*, edited by P. Nicole King, Kate S. Drabinski and Joshua Clark Davis, 52-66. New Brunswick: Johns Hopkins University, 2019.

Brown, Lawrence. "Ongoing Historical Trauma," in *The Black Butterfly. The Harmful Politics of Race and Space in America*, 104-148. Baltimore: Johns Hopkins University, 2021.

TBD CLASS VISIT JOHN ELLIS, JHU CLASS OF 2025 AND TEACHER AT FOREST PARK HIGH SCHOOL

**March 4**

Vogan, Travis. "Chapter Seven: 'No more Sacred Cows': The End of ABC Sport's Golden Age," in *ABC Sports: The Rise and Fall of Network Sports Television*, pp. 193-218 [+ notes]. Sport in World History; Berkeley, CA: University of California Press, 2018. doi:10.1525/9780520966260.

Vogan, Travis. "Introductions" and "Chapter 1: From the Entertainment and Sports Programming Network to ESPN," in *ESPN: The Making of a Sports Media Empire*, pp. 1-9 and 11-41. Project MUSE. muse.jhu.edu/book/42509. Urbana-Champaign: University of Illinois Press, 2015.

Marx, Fred, Steve James, Peter Gilbert, and Kanopy. 2016. *Hoop Dreams*. San Francisco, California, USA: Kanopy Streaming. Run time: 2 hours 52 minutes. [original 1994] *Please treat this documentary as a primary source.*

TBD CLASS VISIT JOHN ELLIS, JHU CLASS OF 2025 AND TEACHER AT FOREST PARK HIGH SCHOOL

**TBD CLASS VISIT BY [CELESTE NELSON](#), FOUNDER AND CEO OF [ITSUITSYOU.ORG](#) AND [BIG MAMA'S](#)**

**March 11**

NO CLASS

**Spring Break, March 16-20**

**By the end of spring break, you should have read *The Boys of Dunbar*.**

**March 25**

Watkins, D. "Introduction," "Stoop Stories" "Lessons of a Former Dope Dealer," "The School of Failure," "My Neighborhood Revolution," "Black Cop Down," "In Baltimore, We're all Freddie Gray," in *The Beast Side: Living and Dying While Black in America*, xvii-xxiii, 3-16, 17-23, 47-60, 75-81, 119-123, 131-134. New York: Skyhorse Publishing, 2016.

**April 1**

Rhoden, William C. "The Conveyor Belt: The dilemma of alienation," "The river Jordan: the dilemma of neutrality," and "Ain't I a woman? The Dilemma of the Double Burden," in *Forty Million Dollar Slaves. The Rise, Fall, and Redemption of the Black Athlete*, 178-195, 196-217, 218-229. New York: Broadway Books/ Penguin, 2007.

CLASS VISIT BY BREIARA BARKSDALE, CEO OF GIRLS GETTING BETTER AND ORGANIZER OF THE BWI LEAGUE

**April 8**

NO CLASS

COACH PAUL'S DECISION – WINTER LEAGUE SCHEDULE? –  
COLLECTIVE INTERVIEWS WITH BENTALOU VETERANS AT MARY ANN WINTERLING  
ELEMENTARY SCHOOL?

**April 15**

Gomez, Marisela. "Johns Hopkins University and the History of Developing East Baltimore." In *Baltimore Revisited*, edited by Nicole King, Joshua Clark Davis and Kate S. Drabinski, 243-56. New Brunswick: Rutgers University Press, 2019.

Otten, Richard E. "Under Armour's Global Headquarters and the Redevelopment of South Baltimore." In *Baltimore Revisited: Stories of Inequality and Resistance*, edited by P. Nicole King, Kate S. Drabinski and Joshua Clark Davis, 306-12. New Brunswick: Rutgers University Press, 2019.

In-Class: Bologna, Giacomo, and Hallie Miller. "Kevin Plank Exiting Future Development at Baltimore Peninsula." *The Baltimore Banner* (2025). Published electronically December 17, 2025. <https://tinyurl.com/ynztxajp>

**April 22**

Brown, Lawrence. "Healing the Black Butterfly," in *The Black Butterfly. The Harmful Politics of Race and Space in America*, 226-257. Baltimore: Johns Hopkins University, 2021.

TBD CLASS VISIT BY MISTER DALE SMITH?  
VISIT TO THE SANCTUARY?

## April 29

Goodenough, Gabriel Francis Paz. "The Body Politic." 90 minutes, 2023.

<https://www.thebodypoliticfilm.com>

### In-class:

Jayaraman, Brenda Wintode and Sahana. "Baltimore Recorded Fewest Youth Homicides in a Decade in First Half of 2025." *The Baltimore Banner* (2025). Published electronically July 31, 2025. <https://www.thebanner.com/community/criminal-justice/baltimore-youth-homicides-decline-MICWR3RHPFEXBLZHUFDAAGMK4/>.

Hofstaedter, Emily. "As Baltimore City Homicides Plummet, Trump Administration Terminates Some Local Violence Prevention Grants." WYPR, April 24, 2025. <https://www.wypr.org/wypr-news/2025-04-24/as-baltimore-city-homicides-plummet-trump-administration-terminates-some-local-violence-prevention-grants>.

Martin, Michel, and Ana Perez. "Baltimore Mayor Brandon Scott Discusses How the City Has Brought Violent Crime Down." *NPR* (2025). Published electronically August 20, 2025. <https://www.npr.org/2025/08/19/nx-s1-5503390/baltimore-mayor-brandon-scott-low-crime-rates>. [read the intro, listen to the 4-minute-interview with Mayor Scott]

## **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 to your instructor before class.

If you miss four classes or more unexcused/ without legitimate reasons (such as conflicting athletic, ROTC, academic obligations), you will not receive a passing grade.

If you miss class for reasons other than illness, please make sure to complete the assigned reading and submit your reading note(s) for that week.

Please consult Hopkins' policies on [religious and spiritual holidays](#).

### **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. See [Student Affairs'](#) website for more information.

### **Accommodations**

Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. If you need any form of accommodation, please consult with the [Student Disability Services](#) ((410) 516-4720, [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu)). The instructor will receive a confirmation regarding your request for and the type of accommodation needed.

Please reach out to me at the beginning of the semester to discuss your specific needs. I will make sure to take all the necessary steps to accommodate you and guaranteed everyone a successful performance in this class.

### **Screen Policy**

Please put all mobile devices away except the one you are using. Turn off notifications and sounds on all devices. Use your devices for class-related work only.

### **Communication**

Please use proper formatting and address when writing your email. The best way to reach me is after class or during my office hours. Allow 24 hours for email responses. Communicate any concerns or challenges you are facing early.

### **Mental Health**

The University is aware that many students experience anxiety, depression, and other emotional challenges. If you would like to speak to a professional counselor, please visit the campus [Counseling Center](#)

