“It is one of the noblest duties of a university to advance knowledge, and to diffuse it not merely among those who can attend the daily lectures—but far and wide.”

Daniel Coit Gilman
Creating new knowledge and preparing students to make a real difference in the world—this is the mission of the Krieger School of Arts and Sciences. Whether in the humanities or the natural sciences, the arts or the social sciences, our faculty members are recognized leaders in their disciplines. We are proud of their achievements and ready to support them as they push the boundaries of their fields, taking their students with them as junior researchers in the lab or the archive, enabling the youngest members of our community to make their own mark.

The 21st century is a period of change and creativity, of stress and momentum. It demands the highest standards of innovation and excellence. From the astrophysicist and the German scholar to the filmmaker and the mathematician, Johns Hopkins stands at that pinnacle, and we look with relish on the challenges ahead of us as faculty and students.

For the past two years, the Krieger School faculty has engaged in a top-to-bottom strategic planning process designed to identify the priorities that will guide our campaign and hence enable us to realize our full potential. We have settled on four significant goals: opening doors for the next generation; affirming the central value of the humanities; pursuing research that speaks to global challenges in the natural and social sciences; and celebrating the arts.

With your support we are confident we will reach these goals, and accordingly, with enthusiasm and gratitude, we invite you to join us in this work.

Katherine S. Newman
James B. Knapp Dean
The Krieger School of Arts and Sciences

CONNECTING PAST TO PRESENT

As a freshman at the Krieger School, Courtney Harris, ’11, had no idea that her studies would lead to a global career in art history—and a treasure hunt. While initially intending to major in international studies, Harris soon found herself drawn to courses in history and museum curation, which in turn caused her to pursue a double major in art history. But it was a chance encounter with a guest lecturer who mentioned Nazi-era documentation on stolen art in the National Archives, which provided a light-bulb moment for Courtney. “It was the first time I became aware that it was possible to have a career in my field,” she recalls.

Thanks to the opportunities provided by Krieger internships at the Homewood Museum, and another secured with the help of Johns Hopkins’ study-abroad office, at Villa I Tatti, the Harvard University Center for Italian Renaissance Studies in Florence, Harris gained the critical experience and preparation necessary to launch her career after graduation.

Today, Harris is employed at London’s Commission for Looted Art in Europe. As an art historian and researcher, she is responsible for helping to track down and verify the provenance of literally millions of dollars’ worth of fine art looted from Jewish families by the Nazis during World War II. By doing so, she is helping descendants reclaim valuable paintings, artifacts, and something even more priceless—their heritage.
The Krieger School’s liberal arts tradition remains just as vital and stimulating as ever, and it is the bedrock of innovation, critical thinking, creativity, and ethical understanding. But the addition of a more focused form of education—which begins in the classroom and extends to experiential education in the real world—is an innovation whose time has come.

It is imperative, especially in today’s daunting economy, that we recruit the most talented students, regardless of their financial ability. Whether they decide to pursue the sciences or the humanities, our scholars need to be educated in an interdisciplinary and global manner. Their future will be even more fast-paced and interconnected than ours. The Krieger School will build upon its strengths and expert faculty to give the next generation of students more opportunities to engage in cutting-edge research, communicate their work, expand their knowledge beyond the classroom, and set their sights high.

The Krieger School’s 22 academic departments and 30+ centers, programs, and institutes enable students to pursue varied interests with professors who are experts in their fields.

A DREAM INVESTMENT

The Krieger School’s liberal arts tradition remains just as vital and stimulating as ever, and it is the bedrock of innovation, critical thinking, creativity, and ethical understanding. But the addition of a more focused form of education—which begins in the classroom and extends to experiential education in the real world—is an innovation whose time has come.

It is imperative, especially in today’s daunting economy, that we recruit the most talented students, regardless of their financial ability. Whether they decide to pursue the sciences or the humanities, our scholars need to be educated in an interdisciplinary and global manner. Their future will be even more fast-paced and interconnected than ours. The Krieger School will build upon its strengths and expert faculty to give the next generation of students more opportunities to engage in cutting-edge research, communicate their work, expand their knowledge beyond the classroom, and set their sights high.

Your support will enable us to become a truly global, diverse, and collaborative community of prepared scholars and leaders. To that end we will:

• Expand financial aid packages;
• Grow our internship and summer job opportunities;
• Increase financial aid resources that will support study abroad;
• Develop programs where students can earn a bachelor’s and a master’s degree in either four or five years while staying at Hopkins;
• Require all undergraduates to have a substantive independent research experience;
• Support continuous innovation in the classroom.

If you question whether the investment of a scholarship makes a real difference, listen for a moment to Krieger undergraduate Zayne Washington III, ’13. In a letter of thanks for his Marber Family Scholarship, he wrote, “Your scholarship has been a blessing. In my senior year of high school, my father lost his job and was unemployed for six months. You have spared both my parents and me from some of the financial burden of paying for my education. Without your generosity, my education here would not be possible, and for that I am truly grateful.”

Through this scholarship aid, Washington’s academic experience at Hopkins has, as he puts it, “blossomed.” While planning to pursue a career in medicine, he initially was uncertain whether to pursue a clinical focus as a psychiatrist or neurologist, or to become a biomedical researcher after earning a doctorate in neuroscience and a medical degree. However, a summer internship that placed him in a medical research lab and enabled him to shadow physicians, convinced Washington to follow a clinical track, especially after witnessing a heart surgery operation firsthand.

Outside of his studies, Washington has gained even greater experience as a research assistant in various clinical and lab settings. However, he’s still made time to volunteer as a “bio-mentor” for general biology students and as a biology tutor at the university’s Learning Den. As he prepares for graduation, followed by a gap year to get more hands-on experience working in a hospital environment before entering medical school, Washington is more than ready. “I am very excited to see my dreams become closer to realities,” he says.
Imagine life without the inspiration of ancient art or the deep joy of encountering great works of literature. Picture nations led by those with no concept of history or appreciation for cultural variation. Consider the potential of an educated scientist who also has a trained ear for languages and an appreciation for music and art.

Scholars of the humanities at Johns Hopkins have always been eager to explore human experience and expression. Their perspective grows increasingly valuable in a world where communication is instantaneous, people are on the move, and a firm grasp of tradition enables a robust embrace of innovation.

Indeed, the very intellectual foundation of the Johns Hopkins University grew from the German model of humanistic studies introduced by the university’s first president, Daniel Coit Gilman. The Krieger School and its world-class faculty have been building on that model ever since. Gilman Hall has given us America’s first doctoral program in history, the world’s first modern Classics program, America’s first glimpse of the power of French cultural theory, and the birth of the Modern Language Association. We continue to hold a pre-eminent position in the humanities, whether in Jewish studies, philosophy of mind, Renaissance art, or the archaeology of ancient Egypt. This is our heritage and our modern moment.

**TAKING THE NEXT STEP TOGETHER**

A well-rounded liberal arts education depends on the innovative possibilities of the humanities. We ask you to join us in realizing these ambitions:

- Increase faculty in various humanities departments to explore global areas such as Islamic studies, world literature, and early cultures;
- Expand graduate student and post-doctoral fellowships in humanistic scholarship;
- Develop an interdisciplinary certificate program in film and media theory;
- Expand digital resources to explore new research in cultural, social, and historical areas;
- Add to our stellar faculty in the Writing Seminars.

**INDIE CREDITS**

In his classes, Matthew Porterfield just doesn’t teach his students about film, he actually puts them to work making one. Porterfield, a Krieger School lecturer in the Film and Media Studies Program, is also an acclaimed independent filmmaker and director, whose first two films, “Hamilton” (2006) and “Putty Hill” (2011), won accolades from such prestigious critics as Roger Ebert and The New Yorker’s Richard Brody. Still, as an independent filmmaker working outside the mainstream Hollywood movie industry, he continues to rely on grants, donations, and, yes, assistance from his students in creating his films.

According to Porterfield, it’s a win-win for Krieger School students in terms of both academic and professional experience. “With each of my films, we’ve had Hopkins students fulfilling internship or independent study requirements on production,” says Porterfield. “I like to create an atmosphere where people are learning on the job. It makes everybody work a little harder and gives the production process more meaning and fresh energy.” Porterfield’s newest film, “I Used to Be Darker,” debuted in early 2013, and several Johns Hopkins film majors are listed in the credits as grips, best boys, camera assistants, and sound technicians. “Our film and media studies students are extremely capable and dedicated, but most haven’t had the opportunity to work on a feature film shoot,” Porterfield says. “After three or four weeks on set, they’re even better prepared to work in the industry.”

**CAN YOU DIG IT?**

For those involved in the Hopkins in Egypt program, discovering the past is a painstaking process. Like turning the pages of an ancient book, the removal of each 10-centimeter layer of sand and soil reveals new information about the ancient history of their surroundings. The place is Luxor, Egypt, where for the past 19 years archaeology students and faculty from the Krieger School have taken part in excavations that have proved to be both exciting and surprising. Led by program leader Betsy Bryan, Krieger Professor of Egyptian Art and Archaeology, students are able to step away from the classroom to experience real fieldwork and learn invaluable archaeological techniques. In fact, the Hopkins group has made some significant discoveries in recent years.

Two years ago, Bryan and her team uncovered the ruins of a 1600-1400 B.C.E. industrial sector, where workers made bread and beer to feed villagers and make offerings to the nearby temple. Last year, in the same location, JHU archaeologists found a 1700-1600 B.C.E. burial ground, most likely used for those too poor for a proper burial. Their graves—16 in total—served as the foundation for the next generation’s industrial operations. “We were not expecting to find bodies,” says Professor Bryan. “We’ve been digging in this particular site for six years now, and up until this time we never found human burials. This year there was at least one burial in every square we dug.” Think of it as a discovery 3,600 years in the making, and for the students involved, the experience of a lifetime.

**THE RICH HUMANITIES PROGRAMS AT THE KRIEGER SCHOOL LEAD STUDENTS TO EXAMINE OTHER CULTURES, UNDERSTAND GLOBAL ISSUES, EXPLORE THE HUMAN CONDITION, AND ASK BIG QUESTIONS.**
Every decade presents new questions for the world’s scientists to investigate, and the Krieger School has long been at the forefront of discovery. From massive data sets, to rapid gene sequencing, to climate change complexities, to the fluctuation of more than four degrees. And, with truck compressors breaking down and refrigerator doors being accidentally left open, this is exactly what happens to a significant percent of pharmaceutical shipments today, causing losses of hundreds of millions of dollars a year.

A high-tech solution to this problem is now underway, however, thanks to Krieger School graduate Tom Smith, ’11. While still a freshman, Smith, a cognitive science and cultural anthropology major, founded the start-up ESDA LLC, along with two friends and $130 apiece. Presently located at Hopkins’ Emerging Technology Centers, ESDA is developing a sensor and a cellular chip, that tracks the temperature and humidity of pharmaceutical products while in transit. Using this, a perfect example of how our students can foster their ideas within a unique double-major trajectory. He found intellectual connections and also saw how to make a technical innovation applicable in the global world.

How did someone who wrote a significant percent of pharmaceutical shipments today, causing losses of hundreds of millions of dollars a year.

As they go through the “cold chains” of manufacture, shipping, and storage, medical and pharmaceutical products can experience up to 14 hand-offs. Given their sensitive nature, products such as vaccines, can be ruined if they freeze or experience temperature fluctuations of more than four degrees. And, with truck compressors breaking down and refrigerator doors being accidentally left open, this is exactly what happens to a significant percent of pharmaceutical shipments today, causing losses of hundreds of millions of dollars a year.

A high-tech solution to this problem is now underway, however, thanks to Krieger School graduate Tom Smith, ’11. While still a freshman, Smith, a cognitive science and cultural anthropology major, founded the start-up ESDA LLC, along with two friends and $130 apiece. Presently located at Hopkins’ Emerging Technology Centers, ESDA is developing a sensor and a cellular chip, that tracks the temperature and humidity of pharmaceutical products while in transit. Using this, a perfect example of how our students can foster their ideas within a unique double-major trajectory. He found intellectual connections and also saw how to make a technical innovation applicable in the global world.

The Krieger School seeks to broaden areas of international study to address global challenges. Professors, researchers, and students.

The Krieger School’s globally focused centers, interdisciplinary programs, and traditional academic departments are the foundation for a robust network of traditional academic departments. Teaching Laboratory will foster collaborative learning and innovation. And a new program in social policy will engage our students in federal and state government.

The Krieger School astrophysicist Stephan McCandlish and a small team of graduate students, electricians, and machinists have been building a $3.2 million NASA sounding rocket called FORTIS—the Far-ultraviolet Off Rowland-circle Telescope for Imaging and Spectroscopy. When it launches sometime in 2013, FORTIS will follow a 180-mile trajectory into space where for five minutes, its spectro-telescope will capture ultraviolet images and spectro- graphs of deep-space objects for signs of escaping hydrogen, which could help explain the formation of early galaxies. The rocket will then return for a soft landing and the retrieval of its data.

For graduate students on the team, the chance to participate in every aspect of the rocket’s construction, testing, and eventual flight is a unique opportunity. “The greatest thing for me about the sounding rocket program is that I am allowed to do everything,” says 28-year-old graduate student Brian Fleming of Anchorage, Alaska. “It’s been the best learning experience for what I want to do that I could possibly have had.”

McCandlish agrees. “This is the kind of training and experience that I really don’t think is available, at least in this way, anywhere else that I know of,” he says. “When you are part of a team that builds these instruments, you learn by doing, by getting your hands dirty.”
The making of art complements humanistic inquiry in essential ways. While the arts are necessary in their own right, they are also crucial arteries to the world beyond the university. Our well-rounded students yearn for expanded arts programs. They expect a Johns Hopkins education to take them beyond the walls of the classrooms and laboratories—to engage with museums, dance studios, art workshops, film theaters, and music venues.

TAKING THE NEXT STEP TOGETHER

Creative human expression is a powerful complement to humanistic and scientific reason. By opening new avenues to the arts for our students, we ensure that they will become fully realized adults, able to appreciate great works of art, theories of harmony, the delicate process of poetic creation, and the explosive possibilities of communication through film, digital media, or museum displays. To achieve that goal, we must together:

- Build a faculty of artists—writers, filmmakers, fine artists, museum curators—to create a multi-media arts program;
- Become part of the mid-town Parkway Theater initiative, the future home of our film program;
- Establish a music faculty (with joint appointments) to create a music major;
- Create a fund for public humanities programs;

While the arts are necessary in their own right, they are also crucial arteries to the world beyond the university. For our students, we ensure that they will become fully realized adults, able to appreciate great works of art, theories of harmony, the delicate process of poetic creation, and the explosive possibilities of communication through film, digital media, or museum displays. To achieve that goal, we must together:

- Build a faculty of artists—writers, filmmakers, fine artists, museum curators—to create a multi-media arts program;
- Become part of the mid-town Parkway Theater initiative, the future home of our film program;
- Establish a music faculty (with joint appointments) to create a music major;
- Create a fund for public humanities programs;

CELEBRATE THE ARTS

Students Myriad Outlets for Their Creative Expression.

FROM DANCE TO PAINTING, MUSIC TO THEATER—THE KRIEGER SCHOOL SEEKS TO GIVE STUDENTS MYRIAD OUTLETS FOR THEIR CREATIVE EXPRESSION.

MAKE A GIFT

The Krieger School has committed to raise $550 million for these priorities that will drive our growth over the next decade. But as with all great ventures, our success depends on partnerships with our donors, alumni, and friends. Please join us as we rise to meet the challenges facing our city, our nation, and our world.

CONTACT US TODAY

To pursue any of these options, please contact:

Debra G. Lannon
Associate Dean for External Affairs
Krieger School of Arts and Sciences
410-516-8722
lannon@jhu.edu

CURATING A CAREER

All it took was a single class to propel Krieger undergraduate Alexandra Good into the dynamic world of arts curation and exhibitions. Taught by Rena M. Hoisington, associate curator and department head in the Department of Prints, Drawings, and Photographs at the Baltimore Museum of Art, Paper Museums: Exhibiting Prints at the BMA showcased the museum’s expansive print collection and introduced viewers to the history of printmaking. Along the way, Hoisington built a sturdy bridge between the BMA and JHU.

In the first few weeks, Good and her fellow students got a crash course in the history of Western prints and printmaking. Throughout the semester, students prepared presentations on a series of prints in the collection. In the last few weeks, they selected works, brainstormed themes, discussed the arrangement of prints, and developed marketing strategies for an eventual BMA exhibition.

As a result, Good, a History of Art major with a minor in the Writing Seminars, learned the ropes of the curatorial profession and the craft of art history. She was inspired to complete an additional minor in museums and society, while conducting copyright research through a BMA internship in the museum’s Image Services and Rights Department. Following her graduation from Hopkins, she entered the University of Pittsburgh School of Law and is concurrently enrolled in the university’s joint degree program in arts management (JD/MAM) with Carnegie Mellon University’s Heinz College.

“When I signed up [for that class], I had no idea what I was getting into,” Good admits. Clearly, she was finding her future.

A WORK OF WONDER

Expect to hear a few gasps of surprise from first-time visitors to the Quiet Reading Room in the new Brody Learning Commons. Against a side wall, extending from floor to ceiling, is a towering glassed-in cabinet, its many shelves filled with myriad objects, some easily identifiable, others obscure. It’s impossible not to stare.

Welcome to the world of the Wunderkammer or Cabinet of Wonder, a tradition of displaying exotic collectibles that reaches back to Renaissance Europe, where the wealthy would display curios in their “wonder-rooms.” Our Wunderkammer is in fact a commissioned public art project created by the renowned American fine artist Mark Dion. Krieger School undergraduates had the opportunity to work side-by-side with Dion, gathering objects and helping to catalog them. In explaining the work, Dion says, “Adopting the Wunderkammer model and imagining the university as universe, our visual cabinet is an archaeology of the material culture of knowledge—a microcosm of the university’s collections.”

Acting as both curator and artist, Dion searched storage areas, closets, and backrooms across Johns Hopkins for forgotten but significant objects in the history of the institution. They range from fossils from the medical campus to rocks and specimens from the Department of Earth and Planetary Sciences, as well as antique lab equipment, art objects, and scientific research instruments, more than 700 objects in all.

CELEBRATE THE ARTS

The making of art complements humanistic inquiry in essential ways. While the arts are necessary in their own right, they are also crucial arteries to the world beyond the university. Our well-rounded students yearn for expanded arts programs. They expect a Johns Hopkins education to take them beyond the walls of the classrooms and laboratories—to engage with museums, dance studios, art workshops, film theaters, and music venues.

TAKING THE NEXT STEP TOGETHER

Creative human expression is a powerful complement to humanistic and scientific reason. By opening new avenues to the arts for our students, we ensure that they will become fully realized adults, able to appreciate great works of art, theories of harmony, the delicate process of poetic creation, and the explosive possibilities of communication through film, digital media, or museum displays. To achieve that goal, we must together:

- Build a faculty of artists—writers, filmmakers, fine artists, museum curators—to create a multi-media arts program;
- Become part of the mid-town Parkway Theater initiative, the future home of our film program;
- Establish a music faculty (with joint appointments) to create a music major;
- Create a fund for public humanities programs;

While the arts are necessary in their own right, they are also crucial arteries to the world beyond the university. For our students, we ensure that they will become fully realized adults, able to appreciate great works of art, theories of harmony, the delicate process of poetic creation, and the explosive possibilities of communication through film, digital media, or museum displays. To achieve that goal, we must together:

- Build a faculty of artists—writers, filmmakers, fine artists, museum curators—to create a multi-media arts program;
- Become part of the mid-town Parkway Theater initiative, the future home of our film program;
- Establish a music faculty (with joint appointments) to create a music major;
- Create a fund for public humanities programs;

CELEBRATE THE ARTS

Students Myriad Outlets for Their Creative Expression.

FROM DANCE TO PAINTING, MUSIC TO THEATER—THE KRIEGER SCHOOL SEEKS TO GIVE STUDENTS MYRIAD OUTLETS FOR THEIR CREATIVE EXPRESSION.

MAKE A GIFT

The Krieger School has committed to raise $550 million for these priorities that will drive our growth over the next decade. But as with all great ventures, our success depends on partnerships with our donors, alumni, and friends. Please join us as we rise to meet the challenges facing our city, our nation, and our world.

CONTACT US TODAY

To pursue any of these options, please contact:

Debra G. Lannon
Associate Dean for External Affairs
Krieger School of Arts and Sciences
410-516-8722
lannon@jhu.edu

CURATING A CAREER

All it took was a single class to propel Krieger undergraduate Alexandra Good into the dynamic world of arts curation and exhibitions. Taught by Rena M. Hoisington, associate curator and department head in the Department of Prints, Drawings, and Photographs at the Baltimore Museum of Art, Paper Museums: Exhibiting Prints at the BMA showcased the museum’s expansive print collection and introduced viewers to the history of printmaking. Along the way, Hoisington built a sturdy bridge between the BMA and JHU.

In the first few weeks, Good and her fellow students got a crash course in the history of Western prints and printmaking. Throughout the semester, students prepared presentations on a series of prints in the collection. In the last few weeks, they selected works, brainstormed themes, discussed the arrangement of prints, and developed marketing strategies for an eventual BMA exhibition.

As a result, Good, a History of Art major with a minor in the Writing Seminars, learned the ropes of the curatorial profession and the craft of art history. She was inspired to complete an additional minor in museums and society, while conducting copyright research through a BMA internship in the museum’s Image Services and Rights Department. Following her graduation from Hopkins, she entered the University of Pittsburgh School of Law and is concurrently enrolled in the university’s joint degree program in arts management (JD/MAM) with Carnegie Mellon University’s Heinz College.

“When I signed up [for that class], I had no idea what I was getting into,” Good admits. Clearly, she was finding her future.

A WORK OF WONDER

Expect to hear a few gasps of surprise from first-time visitors to the Quiet Reading Room in the new Brody Learning Commons. Against a side wall, extending from floor to ceiling, is a towering glassed-in cabinet, its many shelves filled with myriad objects, some easily identifiable, others obscure. It’s impossible not to stare.

Welcome to the world of the Wunderkammer or Cabinet of Wonder, a tradition of displaying exotic collectibles that reaches back to Renaissance Europe, where the wealthy would display curios in their “wonder-rooms.” Our Wunderkammer is in fact a commissioned public art project created by the renowned American fine artist Mark Dion. Krieger School undergraduates had the opportunity to work side-by-side with Dion, gathering objects and helping to catalog them. In explaining the work, Dion says, “Adopting the Wunderkammer model and imagining the university as universe, our visual cabinet is an archaeology of the material culture of knowledge—a microcosm of the university’s collections.”

Acting as both curator and artist, Dion searched storage areas, closets, and backrooms across Johns Hopkins for forgotten but significant objects in the history of the institution. They range from fossils from the medical campus to rocks and specimens from the Department of Earth and Planetary Sciences, as well as antique lab equipment, art objects, and scientific research instruments, more than 700 objects in all.