



DIS- ORIENTATION GUIDE

Fall 2014

JOHNS HOPKINS UNIVERSITY

T A B L E O F C O N T E N T S

Introduction
Powermapping and Hierarchy
Food at Hopkins
Sexual Assault
Race and the Student Body
Labor at JHU
Student Debt
Drone Research at Hopkins
Israel/Palestine at JHU
Fossil Fuel Divestment
You and Charles Village
Exploring Baltimore
Scene From an Activist History
To Conclude...
Resources

THE MYTH OF THE APATHETIC HOPKINS STUDENT

Getting oriented involves more than finding the gym and learning how to hide weed from the RAs. It also means understanding our surroundings and the ways we relate to them. Often, we are encouraged to see the university as a neutral space of social and intellectual progress; we are told to think of ourselves as more-or-less passive consumers, stopping through just long enough to win our credentials, have some college-type experiences, and develop fond feelings toward our Alma Mater. The reality of the university is something else entirely. This guide exists to help orient ourselves to the ways a place like Hopkins fits us into broader landscapes of inequality, oppression, and crisis. By understanding the university and the disempowered position of students within it, we hope to reveal the ways we can—and must—exercise our power to produce meaningful change.

Like most myths, the one we're told about the apolitical and aloof culture at our school contains a small measure of truth. Hopkins isn't famous for its culture of student activism. But the idea that students here are disposed to be politically apathetic becomes a myth when it is used to rationalize our inaction and isolation. Such myths discourage us from using our college experience as a platform for developing political consciousness and seeking allies for progressive causes.

“But the idea that students here are disposed to be politically apathetic becomes a myth when it is used to rationalize our inaction and isolation. Such myths discourage us from using our college experience as a platform for developing political consciousness and seeking allies for progressive causes.”

Ultimately, these myths have a way of self-fulfilling themselves, telling us that it's not worth it to try to do anything more at Hopkins than make friends and make the grade. Many students may even actively volunteer, but this is often done without critical reflection on the motivation behind their involvement, or the relationship between the organization and the community with which it is involved.

The fact that our school does not bank on a legacy of political activism; that it offers few established venues for political engagement; that you don't know exactly who to get with or what to do—these facts only mean that if we want such things, we have to make them for ourselves. It's up to us to find our crews and constantly push action past the boundaries of what we're told is possible.

Board of Trustees

President

School of Arts and Sciences

Other Schools &
University Functions

Administrators,
Special Committees,
and the Hierarchy
of Deans*

It's Complicated

see <http://webapps.jhu.edu/jhuniverse/administration/>

**Deans & Leadership:* <http://krieger.jhu.edu/about/leadership/>

Administrative Contacts: http://webapps.jhu.edu/jhuniverse/administration/Homewood_Campus_Administrative_Directory/

A few people you should know about:

Board of Trustees: The Board of Trustees is the governing body of the entire University. Their decisions are made behind closed doors, without the direct influence of faculty or students. This group is supposed “to guard the University’s integrity [aka maintain a good image for Hopkins], to ensure that it fulfills the purposes for which it was established, and to preserve and augment its physical and financial assets [make \$\$\$].” Johns Hopkins’ 40-odd trustees are drawn from the ultra-wealthy top brass of private investment firms and banking (23), the biomedical/pharmaceutical industry (7), real estate and development (3), and corporate law (3). Their ranks include a leader in for-profit education ventures (*cough* conflict of interest), the head of a wealth management firm for “high-net-worth families” (whose horse won the Kentucky Derby last year—Go Orb!), Boy Scout officer who helps build shopping centers, a Citi head who has partnered with Johns Hopkins to draw its talent to finance (*cough*), and a third-generation philanthropist who “says she has none of the guilt some wealthy women admit to.” Why does the great-great-great-niece of the Johns Hopkins have such an enormous say in our institution? Not because she maintains a special beyond-the-grave connection with Our Founder. That voice she’s hearing is money.

President Daniels: University President Ron Daniels answers to the trustees, overseeing university initiatives, allocating resources, and posing for friendly-looking photographs. He comes to Hopkins from a tenure as Dean at University of Toronto Law, where he is remembered as “the man largely responsible for our high tuition.” His plan for raising the profile of U of T involved tripling yearly tuition, then doubling it again, without providing anywhere near commensurate increases in financial aid. Upon his arrival at Hopkins, Daniels launched another massive restructuring project, which, particular in the School of Arts & Sciences, has been designed by administrators and consultants and guided by superficial standards of marketability, cost-effectiveness, and the ability to secure grants. Last year, in response to faculty and student resistance to one part of his project — the [KSAS Dean’s Strategic Plan](#) — President Daniels tried to win graduate student support with a bribe, offering them stipend increases that had previously been denied to them on the grounds that they school couldn’t afford them.

Dean of Krieger A&S:

In recent years, much student and faculty discontent has been focused on former Dean Katherine Newman, who became notorious for forcing faculty through administrative hoops and spending money on pointless showy projects. Last spring, we watched her leave with a mixture of horror and relief, witnessing how condescension and bulldozing incompetence can carry a university administrator one step closer to a seven-figure salary (she’s now Provost at UMass Amherst). But Dean Newman did not take Johns Hopkins’ culture of secrecy, micro-management, and petty jockeying for ranks with her. Nor did she haul away

Student government - meetings open to students. Tuesdays @ 7:30 PM in Mason Hall.

SGA Executive Board (4 members elected by student body at large)

Student Senate (28 members: 6 members elected from each class plus one class president)SGA charters most student groups on campus (determines how much \$ each group gets), although the Center for Social Concern also hosts some groups (only service-oriented ones)

Graduate Representative Organization: made up of representatives from each department and an “executive board,” the GRO organizes social events, funds student groups, and advocates for student interests. Although it represents student workers, the GRO does not have collective bargaining power. Meets every other Monday.

*Note: It’s important to know that many of these outlets for student power exist for a tokenized purpose. Even if that’s the case, it’s helpful to know they exist so you can know how to circumnavigate the system.

the crises, the buildings paid for with debt, the cuts, and the administrative overstep that all played a far greater role in her policies than her disrespect for students and her media-ready positivism. Newman is elsewhere, but the most of the emergencies for which she became our shorthand remain.

Vice Provost for Student Affairs: Oversees everything including athletics, mental health and wellness, student services, etc. Deans of Student Life; Housing, Dining and Res Life; Student Programming (and the new Sexual Misconduct position) – who students work with everyday on various matters – all report to this person.

Vice President, Office of Communications; Executive Director, Media Relations and Crisis Communications: Focused on marketing the school’s “success” stories and putting out PR fires. Be extra vigilant if you agree to be part of Hopkins’ PR to ensure that you’re represented as you want to be, and when you read articles where Hopkins responds to criticism, look out for the spin.

Vice President, Johns Hopkins Facilities and Real Estate: Ultimate decision-maker when it comes to anything regarding buildings and Hopkins-owned property. Oversees the Office of Sustainability (which actually has very little power in doing anything progressive, unless it will save the University money within seven years).

Michael Bloomberg and the donors: We can’t forget the role of outside money in all of this. Former New York Mayor and past Chairman of the Board of Trustees Michael Bloomberg has donated over \$1.1 billion to Hopkins — more than any other single donor at any school, ever. Like most large donors, Bloomberg puts sharp restrictions on how his money can and cannot be used. As [the New York Times](#) writes, “Mr. Bloomberg tends to finance ideas that appeal to his contrarian style and corporate ethos.... His status as the university’s top donor has given him mayor-like sway at Hopkins: deans routinely travel to New York to pitch him new programs and research.” This image of corporate lord and groveling vassal only crystalizes the way the university is beholden, not just to [big donors](#) but also to the wealthy parents — current and potential customers — whose tuition ultimately keeps it afloat.

What do I do with this info?

If you want to make a change on this campus, or at least understand your role within the university, it’s helpful to place your self/group and your cause in context with other stakeholders. Many activists use a powermapping strategy to

determine the target decision-makers in university and how they're connected to potential allies and opponents. Visualizing strategies like [these](#) can help you engage people who have power and choose appropriate strategies to strengthen your campaign.



These rich white men know how “to guard the University’s integrity, to ensure that it fulfills the purposes for which it was established, and to preserve and augment its physical and financial assets.”

FOOD AND HOPKINS

Who picked those berries atop your yogurt parfait and how were they treated and paid for their efforts? Most farmworkers and other food-chain workers live and work in dangerous conditions (both in the U.S. and abroad) while earning [sub-minimum and poverty-level wages](#).

Where was your grilled chicken breast or piece of bacon raised? Most likely in a concentrated animal feeding operation (CAFO) abusing animals, overusing antibiotics, polluting waterways, and harming the health of workers, their families, and nearby communities (and notably, [disproportionately, low-income/minority ones](#)).

Which communities have the opportunity to eat better foods, and which are forced (through economic or environmental factors) to rely on the most harmful ones?

Such questions don’t usually come to mind when loading up one’s plate at the FFC. Yet that doesn’t mean they shouldn’t be asked. Today’s industrial

food system model [arose from the plantations](#) that built our global economy. The extractive and exploitive nature of the system has not served us well. Its historical injustices have survived, and are continually perpetuated in the [racial, class, age, and gender disparities](#) present in the growing, processing, distribution, consumption, and disposal of our foods.

As young people, we are directly impacted by the industrial food system – from being the first generation to have an life expectancy shorter than that of our parents, to inheriting the consequences of climate change to which this food system significantly contributes. Many other communities also experience the harmful effects of this system, and often in more direct and contemporary ways.

Because our university spends so much of our money on food – and we don't have a choice whether to contribute this money in the first place – students must take responsibility for our influence on the food system. Recognizing this, [Hopkins students organized](#) to demand that the university commit, as part of a national campaign, to purchasing at least 20% “real” food (local/ community-based, fair trade, ecologically sound, and/or humanely raised) by 2020. In November 2013, President Daniels [signed the Real Food Campus Commitment](#), adopting a 35% goal for us to achieve by 2020.

This is huge - [one of the largest commitments in the country](#). Students, supportive allies in the Housing and Dining administration, faculty, and other community members helped achieve this victory. This institutional support is necessary to building the millions of dollars of infrastructure that independent local food producers need to continue producing good food in sustainable, fair, and humane ways.

However, it's essential that we uphold the standards that this commitment represents. A profusion of companies has jumped on the bandwagon to grab our desire for better food, but they may not have the same interests as we do at heart. For instance, Hopkins outsources our dining services to a company -- currently Bon Appétit Management Company (BAMCO). While BAMCO prides itself on leading the food service industry in sustainable food sourcing, its parent company, Compass Group, makes \$28.6 billion – as much as McDonald's – in revenue each year. Students must ensure our dining contractor doesn't take shortcuts like mistreating workers or choosing foods with meaningless certifications to maintain its bottom line. We should also continually make sure that the university doesn't use this commitment as a PR opportunity without giving us an active role in campus food decision-making.

What should students work towards now?

- **Maintaining transparency:** It took students two years of activism before we received permission to audit our food service invoices. Now that students have earned paid internships to do so, we need to continually fill these positions to ensure the [strict standards](#) we pushed for are upheld.
- **Receiving credit:** JHU's recent rise from #42 to #2 in the (questionably rated) "[best colleges for food](#)" list didn't even mention Hopkins students' role in organizing for better food for years.
- **Educate ourselves:** Students must continue learning and teaching each other about why these issues are important. As individuals, let's not waste food, avoid stealing dishes, eat less meat/ animal products, and choose foods labeled as fair/local/organic/humane when they're offered.
- **Become active:** Join the Food Systems Working Group (learn more from Real Food Hopkins) in its efforts to improve campus food sourcing, policy, education/marketing, and accountability.

S E X U A L A S S A U L T

TRIGGER WARNING. This document references incidents that have occurred at Johns Hopkins and discusses administrative failure to support survivors and penalize assailants. For assistance, find University and community resources [here](#).

Between 2007 and 2010, Johns Hopkins reported zero incidents of sexual assault in its Annual Security Report, a document required of most colleges and universities under the Clery Act. But [about one in five women will experience sexual assault during their undergraduate careers](#), and Johns Hopkins is no exception to this rule. In response to the patently false statistic touted by the University, the Feminist Alliance and the Sexual Assault Resource Unit jointly created a now-defunct blog for survivors to break the silence and share their stories. [Within just a month, twenty accounts of sexual assault were posted.](#) The 2011 Annual Security Report then disclosed a single incident of sexual assault, and, released in September 2013, the [2012 Annual Security Report disclosed sixteen](#), including those that occurred off campus. (It should be noted, however, that while this statistic is high, it represents a fraction of the incidents that actually occurred. The Annual Security Report does not include incidents reported to confidential resources such as the Counseling Center. And nationwide, [more than 90 percent of survivors on college campuses never report the assault.](#))

2014 saw an unprecedented rise in dialogue around sexual assault at Johns Hopkins. Earlier this April, two students launched a [petition to change the Sexual Violence Policy](#), which received more than one thousand signatures in a matter of days and a unanimous resolution from the Student Government Association. Among the suggested changes were recommendations to create a comprehensive definition of sexual assault, to include in the definition nonphysical sexual acts, and to delineate the range of sanctions warranted by different violations. Later that month, [four student organizations jointly launched another petition](#) to encourage the University to spread awareness about resources and to better educate the community about what constitutes sexual assault. While the University has yet to update its Sexual Violence Policy, [despite that administrators have expressed their intent to do so](#), this summer it [launched a comprehensive website](#) with policies, protocols, and resources for survivors, as requested in the second petition.

In May, news broke that [an anonymous group of students had filed a joint Title IX/Clery Act complaint against the University](#). Their complaint claims that administrators were aware of an alleged gang rape that had occurred the previous year at the Pi Kappa Alpha fraternity house, but failed to notify the campus community. Included in their complaint is an email thread between Title IX Coordinator Allison Boyle, Provost Robert Lieberman, and other University

We live in a **patriarchal** society, where a value-laden distinction between two sexes is constantly asserted and enforced. Under patriarchy, femininity is made to denote things like passivity, dependence, superficiality, irrationality, and maternal instinct. Legal and moral institutions entrench the subordination of female-assigned people (a fact reflected in their lower average pay) and wage war against any deviation from gender and sexual norms.

Rape culture is the collective tendency to normalize, trivialize, excuse, and ignore interpersonal violence. Through an array of everyday practices including slut shaming, survivor blaming, joking about rape, street harassment, and the bullshit idea that “no” really mean “yes,” rape culture tells women it’s up to them to not get raped rather than condemning the actual agents of violence. By its lights, either a woman modifies her behavior in response to the threat of male violence—never walking out alone or getting too drunk or dressing too slutty or flirting too much—or else she is as good as “asking for it.” Rape culture not only requires women to constantly think of themselves as potential victims; it maintains conditions under which sexual violence is possible and denies survivors support, making them much less likely to speak out against perpetrators. This is one reason why over 95% of rapists go completely unpunished.

officials in which they debated and ultimately decided not to issue a public statement about the incident, despite acknowledging their legal obligations to do so. The complaint also includes multiple testimonies from students who claim that former Dean of Student Life Susan Boswell and other administrators dissuaded them from pressing charges against their assailants. As of August, the University is [now under investigation by the Department of Education](#) due to the allegations in the complaint.

A week before the public became aware that a federal complaint had been filed against Johns Hopkins, Lieberman and Vice Provost Kevin Shollenberger had [announced their intention to form a University-wide committee to address sexual assault](#). Two months later, Boyle was [appointed co-chair of the Sexual Violence Advisory Committee](#), despite being [highly implicated in the complaint](#). And Boswell, who is also named in the complaint, was [appointed to a new position](#) in which she will deal exclusively with sexual assault and gender inequity on campus.

Administrative failings have surely contributed to the problem of sexual assault at Johns Hopkins, but solutions to address the issue in its entirety do not lie in policy changes, high-profile media stories, and federal complaints. Victim-blaming attitudes, stigma and silence around sexual assault, and hyper-masculinity facilitate sexual assault on the Johns Hopkins campus. And while sexual assault on universities nationwide has received unprecedented and very much deserved attention in the past year, it is important to remember that sexual assault occurs beyond the college campus. Incarcerated women, the homeless, the mentally and physically disabled, children, transgender folk, and sex workers are among the most vulnerable victims of sexual assault. But they are denied a Clery Act and a Title IX, a White House task force, and mainstream media attention.

RACE AND THE STUDENT BODY

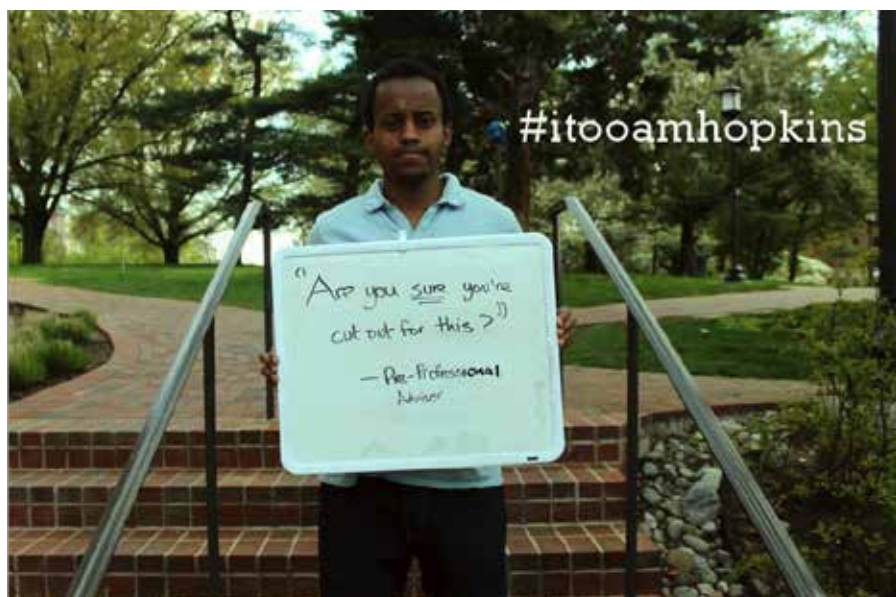
In a school-wide communication sent out on September 3rd, 2014, Interim Dean Beverly Wendland brought up the question of diversity within the incoming class and the university as a whole. Evoking various programs on campus, notably the Diversity Leadership Council and the Office of Multicultural Affairs, the Interim Dean painted the university as an active and progressively oriented space.

If the university seems to promote an undefined notion of diversity, it does

so without addressing the foundational issues of racism and discrimination, and the ways in which these take form in the everyday lives of minority students that make up a part of the student body. In fact, the model of council and office formation in many ways isolates the discussion outside of the larger social forum: “people are afraid to talk about race, so cultural groups get marginalized off to the Office of Multicultural Affairs and no one discusses it until a big incident,” a recent graduate expressed.

“Racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.” – *Racial Microaggressions in Everyday Life*

The framework is one in which grants, offices and councils are created in the name of diversity, yet done so without the necessary push for interaction between students, faculty and staff already in discussion on these topics with the remaining population who can choose to ignore the work being done by these specified institutional bodies. The repercussions of such a framework is made evident by the experiences of students of color. The I Too Am Hopkins campaign provided an outlet for students to openly express the micro-aggressions experienced while attending Hopkins.





In addition to this campaign, the Facebook page, “Off My Chest” was created as another outlet for students to express their experiences and concerns with racism and discrimination. Made in response to troubling situations on campus that revealed racial tension on in Fall 2013, “Off My Chest” allows students to anonymously submit their experiences on campus that reflect the sometimes less than welcoming environment for students of color. In addition, students are able to support one another by commenting their own experiences or offering words of encouragement to the anonymous story. Below are a few featured submissions that support the need for a more inclusive, culturally competent environment at the university:

“So, like about 95% of freshmen, I went to Pike my freshman year. It was okay for while until one Friday night a Caucasian male—a complete stranger—came up to my friend and me (we’re both African American females) and said: ‘I just wanted to say the both of you are so beautiful. I really appreciate strong African American women and the struggle you guys go through. I mean, my baby sitter was African American and so I just grew up around so many of you. Do you want to come back to my room? My girlfriend’s out of town and I could use a couple of strong women for company...’ Later, upon leaving Pike 2 frat brothers came to the door and said ‘Wait! Where are you guys going? We’re down with brown!!’”

“I was harassed by Hop Cops and Baltimore Police when my friend and I stopped by the Wolman bike racks so he could have a smoke. They asked if I was an illegal alien and, afterwards, they told us we were suspicious because we were by the bike racks. Only problem is: there was a white gentleman smoking on the opposite Wolman bike racks and he was never approached.”

“First semester my freshman year a police officer stopped me when I was leaving my dorm and ordered me to put my hands on my head. He then stated I matched the description of someone who committed a robbery in the area and ran a background check on me after I identified myself, but admitted the only information he had was that the suspect was a black male. He then went on his way saying he had my information on him. The worst part about all of this was that people I knew were standing outside of the dorm while this happened. One person asked if it was me that the officer stopped and after I said yes they immediately whispered to me ‘...so what did you do?’”

Many students move through their time here without inwardly reflecting on their own discriminatory patterns and biases, especially since we have no core curriculum or mandatory classes that would require people to critically reflect on these issues. This leads to incidents such as these:

So, what are the “new innovative ways to increase diversity” that the Interim Dean calls for? Though the student body may be diverse in percentage, the overall campus culture remains problematic. Diversity is not question of statistics; it is one of cultural fabric. If the university seeks diversity, it begins with a frank discussion about ourselves as people and as a student body, which includes a willingness to point out aggressions at work by our peers, and by the university. In a city with 65% African-Americans, perhaps we can get to a point where a mandatory cultural competence course isn’t such a “reach.”

L A B O R A T J H U

It’s unfortunately all too easy to go your four years at Hopkins oblivious to the precarious labor conditions of Hopkins workers. We’re talking about the janitorial employees, the maintenance and security crews, the food service staff—all the people, save for administrators and professors, who truly make Hopkins function on a day-to-day basis.

Hopkins, more often than not, will try its very best to make the workers on campus invisible to you, the student. Their problems, their lives, their struggles—Hopkins does not want you to think about them or feel connected to them while you’re here.

But you’re a member of the Hopkins community now. What you choose to

do with that information is up to you, but the one thing to really understand about labor struggles in Baltimore, and at Hopkins specifically, is that students have a significant amount of power over what the administration ultimately does with regards to its employees. A disproportionate amount of power, even. Moreover, the press pays attention to what students are doing and advocating for, and Hopkins is very sensitive to news reports. This is all to say that not only should you respect and be kind to the workers at Hopkins, but also recognize that your choice to actively support them in times of need, can literally be the precipitating factor to help them achieve their goals. This is not something to be dismissed lightly; you, as a temporary resident on the Homewood campus,



hold real power and influence in the labor struggles that impact their lives and families.

Most recently in 2014, [maintenance workers at Hopkins Hospital went on strike](#) to demand higher wages, saying that too many of them were living in poverty, unable to support themselves and their families despite working full time

hours for many, many years. [Students wrote articles about the labor disputes](#), students went to stand in solidarity at marches the workers and local unions organized, and students gave speeches saying that Hopkins, as powerful leaders in public health, should be supporting the health of their own employees, right here in Baltimore. After months of back and forth, the workers finally emerged victorious in the contract negotiations and Hopkins agreed to phase in substantial wage increases. This outcome was anything but guaranteed, and students played a real role in the organizing efforts.

In 2011, students organized [rallies in support of the Hopkins food service workers](#), who were fighting for a new and fair contract with their former contractor—Aramark. Aramark's proposed offer sought to deny workers things that they previously had been given, like dental, optical and short-term disability benefits. Not only did students organize public displays of support, but they also facilitated meetings between student organizations and the director of Dining Programs and the Vice Provost in order to help push for official backing for the workers' efforts and livelihoods.

College is an amazing opportunity for you to grow, learn, and explore

your individual interests. But while you're here, don't forget or ignore the community you're part of beyond just your fellow students on campus. Pay attention, listen, and consider supporting the hardworking employees around you, many of whom who have far less power and opportunities than you do.

S T U D E N T D E B T

So, here you are: A Hopkins student; a hard-working, lacrosse-loving, orgo-textbook-toting blue jay. Welcome to the world of higher education. Four years of knowledge acquisition lay ahead. You can choose your major. You can try to be pre-med. You can subsequently decide not to be pre-med. You can take some English literature courses. You can dream about becoming a philosopher.

Or maybe not.

If you are like most university students, these scholastic pursuits will likely be thwarted by thousands of dollars of debt. According to statistics compiled by Peterson's Undergraduate Financial Aid and Undergraduate Databases using the Common Data Set, students who graduated in 2012 from four-year public and private institutions in Maryland had an average debt of \$25,591. Hopkins students, riding on the endowment that comes with international renown, fielded a tab slightly below the state average: in 2012, blue jays grabbed their degrees with \$23,092 in debt.

But what does that mean? You can still cultivate your intellectual garden as student loans pile up in your ISIS account, right?

Absolutely. These will be your options upon graduation:

1. Go forth to grad school, med school, or law school.
2. Get a job.

If you choose the first option, you will merely delay the loan repayment process. Furthermore, unless you find a fully-funded program, it is likely that you will add to the slumbering sum.

If you choose the second option, you have one more decision to make. Will you find a job that defers or mitigates your loan payments or will you find a job that provides enough money for you to payback your loans on your own? The first kind of job may seem preferable: you can develop working experience

while keeping the loan monster at bay. However, such jobs tend to be structurally problematic. AmeriCorps, one program that facilitates loan forbearance, provides temporary workers for far-from-temporary problems. The high worker turnover, a side effect of the one-year contract agreement, causes nonprofits, schools, public agencies, and community and faith-based groups to lose valuable hours on employee training. Moreover, the high turnover rates retard the development of strong relationships between AmeriCorp businesses and the groups they are trying to serve. Securing the second kind of job is problematic. For one, high paying jobs are not equally distributed amongst graduates of all majors. A survey conducted by the National Association of Colleges and Employers found that, in 2013, graduates of who majored in humanities secured an average starting salary of \$37,058. Their engineering classmates, on the other hand, were starting jobs with an average salary of \$62,535.

How's that philosophy dream looking now?

This unequal distribution is precisely why student loans are problematic. The debt game pushes bright-eyed intellectuals into specific majors and then into specific jobs. This has two disturbing consequences. First, the intellectual haven of higher education becomes infiltrated with the question of practicality. In other words, loan-ridden students begin choosing classes and majors based on future economic payoffs rather than on intellectual passions. Second, the less economically viable majors lose valuable diversity. As the students with heavier debt migrate to the lucrative majors, the humanities are left with young adults from affluent backgrounds.

Ah, so here we are, still living in a world where unbounded intellectual pursuits are class determined.

D R O N E R E S E A R C H A T H O P K I N S

In 1964 Science News-Letter reported that researchers at the Johns Hopkins Applied Physics Laboratory (APL) had created a machine able to “think” for itself. Beast, as the robot was called affectionately by its creators, was designed to operate without human assistance. Researchers described Beast through a number of anthropomorphisms. The automaton could “feel,” “play,” “sleep,” “panic,” and would even search the walls of the laboratory for a power outlet in order to “eat.” Beast seemed harmless enough. [Photos of the machine](#) show what looks like a cross between R2-D2 and a Roomba. However, this project

was supported by the Navy Bureau of Weapons making it a precursor to the automation of weapon systems and what would become America's drone war.

Fast-forward forty years and one finds that Hopkins APL has played an extensive role in the design and development of drones. APL has worked on a number of systems used on these Predator and Reaper drones, the large armed drones built by General Atomics and [notorious for terrorizing entire populations](#) in Pakistan, Afghanistan, Yemen, and Iraq. APL worked on a radar system for Predator drones and did research for a [program allowing drones to be controlled from submarines](#). Additionally, APL briefly held a contract with the Joint Unmanned Combat Air Systems program making it a [central part of new drone design and development](#) for the Navy and the Airforce. This contract was terminated in 2005, but much of the research has continued through other avenues of support. Recently, APL's focus has turned to "swarming" drones, coordinating the movements of multiple drones through automation. Drone research has also extended beyond the APL campus. New non-classified contracts for work on lightweight [materials to be used on drones](#) fund research on the Hopkins Homewood campus.

Drone research at Hopkins poses a number of ethical problems. The first has to do with classified research. Much of military research at universities remains restricted from open exchange and in opposition to the university as a space of free, transparent knowledge production. [Hopkins designates APL a "non-academic campus"](#) thereby making it exempt from practices guiding the ethics of research elsewhere at the institution. However, joint programs between APL and the school of engineering at Homewood threaten to erode this policy. This article draws only on [the unclassified sources](#) that provide a glimpse of the military research at Hopkins. As long as large amounts of research are concealed behind the wall of security clearances, the full extent of Hopkins's connections to the military industrial complex will [remain unknown](#).

Second, drone research is part of a larger network of connections between research universities and American empire. [Military research at APL](#) includes [war planning](#) under anodyne names like "precision engagement" and "command, control, and communication" (C3). Knowledge production within the social sciences, particularly international relations and anthropology, has longstanding connections with the management of empire. However, dissident voices in these fields have pushed back against militarizing tendencies. The task for the future is one of making the institution of the university a place for voices of dissent to speak out in opposition to injustice and brutality. The university can work productively with community organizations, peace

activists, and faith communities to further social justice causes rather than stifle democracy with layers of secrecy. The geographic and institutional proximity of Hopkins students to the development of weaponized drones provides us with important opportunities to speak out against the research and production of new weapons of war.

I S R A E L / P A L E S T I N E A T J H U

Across American universities Israel/Palestine is a key battleground of campus organizing and action, and JHU is no different. Palestine solidarity work in particular intersects with a number of related struggles around with militarism, academic freedom, and racism that our university is deeply implicated in.

Militarism - financially and ideologically - structures our university. The Advanced Physics Laboratory is integral for military research; graduate students on Homewood have been solicited (and in a few instances hired) by the US military program which embeds social scientists with units [in Iraq and Afghanistan](#); and the School of International Studies in DC prepares the future security experts and international policy makers for the US government. Across the Atlantic, Israel has become the global leader in the development and sale of homeland security technology (one company is contracted to build the [US-Mexico wall](#)) and [military drones](#), which it touts as 'battle-tested' in the occupied Palestinian territories. Unsurprisingly, students campaigning against JHU's ties with defense contractors and involvement in military research have found common cause with Palestine solidarity activists.

The growing Palestine solidarity movement in the United States, which has seen professors fired and students disciplined at other universities, has brought renewed debates around [academic freedom to campus](#). When the American Studies Association voted to support the Palestinian Boycott, Divestment and Sanctions (BDS) call in 2014, JHU's president and provost sent out a letter to students and faculty condemning the decision for the effect it might have on Israeli academics. JHU's Students for Justice in Palestine wrote an open letter attacking the administration pointing out that it has failed to speak out for Palestinian academics and students, for whom military occupation destroys the [very foundations of academic study and research](#). The issue extends far beyond JHU, and we should be very suspicious when abstract notions of 'academic freedom' and 'civility' are mobilized to protect the powerful.

In July 2014, radical black leaders and activists joined Baltimore demonstrations in solidarity with Gaza. Shared struggles against displacement

and state violence have led to alliances between Palestine solidarity activists on and off the JHU campus and those fighting to transform Baltimore. The situation in Baltimore is detailed elsewhere in this guide. In Israel, Palestinians who were able to remain after 1948 face systematic discrimination. Those living under direct military rule in the West Bank face an apartheid system designed to separate Palestinians from Jewish settlers, maintaining the privilege and expanding [the control of the latter at the expense of the former](#). Gaza is the endgame of separation: sealed off from the world, it is under the control of Israel who both drops the bombs and controls the movement of the supplies required for [reconstruction](#). It is far more generous with the bombs.

For the most part, Israel/Palestine activism has played out relatively calmly at JHU, staying within the limits of opposing lectures, discussions and films. But Israel's attacks on Gaza this summer pushed JHU students into participating in direct actions and organizing protests in Baltimore, and may portend a more radical campus activism in the years to come.

F O S S I L F U E L D I V E S T M E N T

It doesn't take long to notice the constant barrage of posters, Hub articles, email footers, and stickers teaching us about all the ways the university cares about the Earth. If you didn't know any better, you'd think that Johns Hopkins was single-handedly saving the planet with its cage free eggs and water bottle filling stations. Unfortunately, this is the environmental equivalent of the wealthy CEO that calls himself an environmentalist, but doesn't own a recycle bin. To that person and the university, the appropriate response is, "put your money where your mouth is."

To give a little background, the total pool of money that the university collects from students, donors, and other sources is called its endowment. It goes without saying that the larger the endowment, the higher the quality of education the university can provide for its students. As a result, the university will invest a large portion of the endowment in different stocks, some directly overseen by an in-house finance guru and others sent to investment firms that will make investment decisions for us. The hope is that these investments yield significant returns to help grow the endowment and better the university. The issue with these investments is that they can often include relatively immoral companies and industries: for example, racially-unfair South African companies during the apartheid, weapons manufacturers, and cigarette companies. Since the goal of an investment is to continue to grow, when the

university decides to invest in these groups, they are implicitly saying that they hope these industries continue to grow.

At least twice in the past, students have spoken out and asked Hopkins to divest (opposite of invest) its endowment of immoral industries with modest success: the 1980's with South African apartheid and the 90's with cigarette companies. In the case of apartheid divestment, students linked arms around

“...the Board of Trustees exercises fiduciary responsibility for advancing Johns Hopkins’ mission and goals in a sustainable manner, through wise stewardship of all of its resources for the common good and for generations to come” — *Board of Trustees Mission Statement*

Garland to prevent the Board of Trustees from leaving a meeting in order to make a statement; a scene that would have been very out of place in the Hopkins of today. The best part is that the result of apartheid divestment movements from universities around the nation was a [US embargo on South Africa that inflated the South African currency \(rand\) by 16%](#). Combined with many other factors, the apartheid ended in 1994 with free democratic elections for all South Africans. What this shows is that divestment movements like this one have

the potential to spur on legitimate consequences for immoral industries and states, and legitimate benefits towards building a more just society.

In the present, the world is reaching the precipice of a global crisis spurred on by another immoral industry that Hopkins currently invests its money in: the fossil fuel industry. Studies by climate scientists indicate that if we don't cut greenhouse gas emissions in half within 6 years, we will have emitted enough to ensure that the next few centuries of humankind will live in a drastically different world, riddled with food/water insecurities, global conflicts, temperature extremes, intense natural disasters, and deaths from new climate-related disease vectors. In fact, even today, a [thinktank by Kofi Annan](#) estimates that over 300,000 people die each year as a result of climate change.

So what can you do? There is a group called [Refuel our Future](#), comprised of committed students at Johns Hopkins, that is working to get the university to divest from fossil fuels. For two years, this groups petitioned students, attended protests, debated professors, trained professionally, and polled Homewood in hopes of raising awareness for the issue and convincing university administration to get rid of its investments in fossil fuels. If you are interested in getting involved, like them on Facebook, join their newsletter, get their email

from the back of the book, or flag them down at one of their events to learn what you can do.

You don't need to be a political expert to know that legitimate national legislation to address climate change isn't happening. If you want this change to happen, you need to help make it. While you're at Hopkins, the best thing you can do to abate climate change is make the most highly ranked university in Baltimore, largest employer in Maryland, and biggest hospital in the USA tell the world that we can no longer invest in companies whose success is linked to a bleak future. It's time to refuel our future.

YOU AND CHARLES VILLAGE

By now you have been exposed to Hopkins' recruiting and orientation materials, and have read that Charles Village is a great place to live (and it is!). After you complete the mandatory safety tour and hear about the "eclectic" offerings beyond Barnes & Noble, we invite you to critically consider some other aspects of your relationship with your new neighborhood. Once you move out of the dorms, you will likely live in an apartment or rowhouse in Charles Village; 4000-5000 of the ~8000 residents living in Charles Village are associated with Hopkins. This has several implications for possible injustice and unequal access to neighborhood decision-making.

For example, access to public transportation in Charles Village is unequal. While students and other members of the JHU community can use the JHMI shuttle to access downtown areas and East Baltimore, other residents of Charles Village must use the unreliable MTA buses that serve the edges of the neighborhood. Access to the JHMI route is restricted by identification, and racial profiling has been known to occur in association with bus access.

The focus on security in Charles Village, while important for student safety, can be harmful in creating fear of the community. While it's always important to be cautious and conscious of your own safety in a city environment, it is equally important to be conscious of the community around you and the conditions that lead to crime and conflict on our streets.

Furthermore, development and plans for Charles Village have almost always been dominated by the university's agenda. JHU has already carried out much of its [recent development strategy](#), including building the high-rise "Charles Commons" dormitories (a swipe-access building for JHU use, not actually

common to the community) and the redesign of Charles St. According to the campus plan update of 2008, JHU intends to “apply the University’s energy and resources to improve the vitality and character of Charles Village as a

college town within the city,” a goal which includes plans to “strengthen the campus’s physical relationship with Charles Village, expand and diversify the programmatic use of university properties in Charles Village, and engage in the Charles Street redesign effort to promote university and neighborhood concerns.” We invite you to question whether all residents of Charles Village desire to live in “college town within a city,” meaning a bubble of wealthy JHU affiliates within an impoverished urban area. Who was invited to voice “neighborhood concerns” and how are those concerns translated into tangible action on the part of the university? Was anyone outside of the community consulted at all? Do all residents want increased retail on 33rd St. and on St. Paul? As a student, you can raise these questions in your classes; invite your peers to think about gentrification outside of the immediate area of Charles Village, and converse with residents outside of the Hopkins community, asking for their opinions on the role of the university in the neighborhood. The important thing to remember is that you likely came from somewhere else, and that you have the resources to choose where you would like to live as opposed to long-term residents.

D O

- Say hi to people on the sidewalk who are not students that you know
- Go to the farmers’ market, neighborhood meetings, block parties, and hang out in Wyman Park with all the cute dogs
- Venture outside of your comfort zone, safely, in finding new places to go off-campus
- Try taking the MTA and Charm Circulator instead of the JHMI to new areas of Baltimore

D O N ’ T

- Perpetuate this aspect of student culture (FYI if you’re white, you’re not a minority in Baltimore)



from <https://www.facebook.com/jhusnaps/photos>

E X P L O R I N G B A L T I M O R E

Baltimore is a wonderful city, and I mean that without a hint of sarcasm. To quote the ‘Hopkins confidential’-type review my Dad sent to me when he was convincing me to accept the Baltimore Scholars’ offer: “Baltimore is a great place to be young and strange.” I knew that, but I didn’t know that any of the

kids at Hopkins had the guts to figure that out. So here's some advice from a Baltimore native for all of you that want to be young and strange.

Find the Baltimore kids. There are a few of us in every lecture class. We'll be the ones rolling our eyes when you say, well, ignorant things about our city. With a bit of luck you'll find one in your dorm, or your discussion section, or your new favorite student group. Try to make friends with them, or at the least an acquaintance. Ask them where they go, what they like to do around town. They are truly the best source for Baltimore knowledge that you have access to, and hopefully you'll make friends too.

Go to everything. The nice thing about Baltimore is that although we do have a pretty big arts scene, that art scene is still relatively cheap. You'll be able to find at least one truly fascinating event each week for less than ten dollars. Bookmark showspace.tumblr.com right now; thoroughly investigate every café wall, streetlamp and local paper. If you go see a band one week, see a play the next, go to a talk, or attend one of the many tiny festivals in the city. Don't worry too much about quality -- the point is not the shows and the events themselves, but the knowledge about the city they facilitate.

Use public transport. Not just because it's cheaper than having a car and easier than walking or biking everywhere, but because it will force you into areas you didn't even know about in ways that other forms of transport won't. Taking the bus (any public transport, but particularly the bus) around Baltimore is a great way to see new neighborhoods, and it'll also give you sympathy for all the Baltimoreans that have to use this rather unreliable, and occasionally convoluted, system every day.

Trust your instincts, but investigate the difference between 'instinct' and prejudice. Every day, I hear Hopkins students talking about how they feel scared or insecure in Baltimore. I would never encourage anyone to stay somewhere where they feel like they're in danger, but please try to investigate why you feel threatened in this city. I have had some legitimately uncomfortable and frightening incidents here, but a lot of people's discomfort with Baltimore is based in racism and classism. Stay safe, but keep an eye out for your own prejudices.

Stop giving Hopkins such a bad reputation; step outside and get to know the amazing place that you live in.

Institutional memory tends to be selective and short, especially when it involves events the institution might rather forget. This makes it especially important to recall the long history of protests, strikes, occupations, and other forms of direct action and resistance at Johns Hopkins. The following offers a fragmentary look at this history, which could, in fact, be traced through almost every year of the school's existence—from the civil rights demonstrations and sit-ins of the 1950s and 60s, to the protests against military recruitment and research in the 1970s and 80s, to this month's protest of racism and police violence in response to the murder of Michael Brown.

As far back as the 1910s and 1930s, the university has been host to a number of strikes, including a junior faculty strike in 1913 that won them unprecedented influence in the academic council. In 1970, the strike tactic was used twice: a two-day strike of classes by both students and faculty forced the administration to remove military recruiters from campus, while a strike over contracts for service workers was carried out with the support of Coretta Scott King. Ongoing strikes in the mid-1970s won Hopkins hospital workers better pensions and the right to union recognition, and a 16-day strike in 1981 won these workers higher wages. Just last spring and summer, yet another strike resulted in significant increases for over 2,000 hospital workers who Hopkins has been paying nearly unlivable wages.

One of Hopkins's most storied student actions took place in 1986, when 300 students came out to demand that the university divest from banks and companies whose money was being used to fund apartheid in South Africa. Plywood shanties were erected on the quad, and many students slept there for over two months—until one of the shanties was firebombed by a band of fraternity brothers. When the shanties went back up the following year, Hopkins brought in the police, having 14 of its own students arrested. Eventually, the university agreed to “selectively” withdraw some \$75 million in apartheid-supporting investments, but refused to completely divest or to address its gentrification of East Baltimore—an issue the activists built into their apartheid protests. (This issue has remained the subject of student and community protest in recent years, as over 700 families have been displaced and more than 50 acres of housing have been demolished as the result of Hopkins's latest development project.) In response, students occupied Garland Hall for nine days.

At the turn of this century, a forceful three-year living wage campaign headed

by the Student Labor Action Coalition (SLAC) appeared to have won its fight with the university when Hopkins agreed to follow an example already set by city government and guarantee a living wage for all of its employees. But this promise was soon discovered to exclude workers not directly employed by the university: in other words, many of those who provided security, cleaning, food, and building services. The irony here was that two of the for-profit companies that the university contracted with to provide such services were in fact owned by the university. In response to Hopkins's failure to adopt a real living wage policy, students from SLAC occupied Garland Hall for 17 days in February and March of 2000. When the university finally capitulated to student demands, it became the first private-sector entity to adopt a living wage, and Johns Hopkins's example set off a wave of similar campaigns across the nation. But the university refused to meet one of the occupiers' biggest demands. Their agreement to provide employees with a living wage, which at the time was set at \$7.75, did not guarantee that this wage would be indexed to inflation in the future. (Today, there is no guarantee that the University has or will be keeping up with that rate.)

In the same year, in May, student organizers joined employees of Up-To-Date Laundry services, a subcontractor with Johns Hopkins and other area hospitals, to protest meager wages and unhealthy working conditions. During the

WHY MAKE NOISE?

A: Because the 21st-century university acts like a corporation, pursuing goals that promise to raise its actual and perceived value and answering to whomever holds the money: the board of trustees, alumni, and potential sources of grant funding and tuition. Internally, power is distributed along a rigid hierarchy, with countless administrators whose primary charge is to boost or maintain the university's image while drawing down its bottom line. Positioned within this machinery, students are systematically disempowered. Their interests and commitments lack any institutionally effective representation and are generally subordinated to the financial imperatives of the school. Student government acts, at best, as a suggestions box for administrators and a moderate gatekeeper of student opinions and demands.

For students, whose power has been institutionally limited and denied, efforts to affect change often require the exercise of power outside or against the standard rules and means of representation. While official channels prove useful in many instances, especially in the early stages of a campaign, the history of the university proves time and again that strikes, sit-ins, teach-ins, walk-

outs, occupations, blockades, popular petitions, investigation, awareness/defamation campaigns, and protests are by far the most effective ways to compel change from the bottom.

Such actions can involve some risks. This might seem especially true **at Hopkins, where a deliberately murky civility policy states that the university may punish students for anything it deems “rude, disrespectful behavior” or contrary to “common standards of decorum.”** Such policies need to be changed, but in the meantime, it’s worth remembering that, because they fly in the face of core liberal values like free speech and protest, the University enforces them at their own risk. It wouldn’t look good in the brochure.

Direct action is not only effective; it brings friends and like-minded people together, gives us a feeling for our agency, and is way fun. Not everyone has to be out in front of the blockade. Even a handful of people, playing diverse roles, can shake things up. Think about your role; find your crew; and make it happen.

protests, a number of employees were arrested for leafletting the hospital, and six student activists were taken into custody after an action where students occupied the space around the Hospital Executive Offices, sitting back to back with U Locks around their necks. A series of direct actions and rallies followed, drawing hundreds of supporters. For one march, Hopkins students enlisted the support of almost 100 anarchists from the nearby Mid-Atlantic Anarchist Book Fair. After two months, Up-To-Date settled a new contract.

From recent years, one could point to countless protests and student actions, including organizing that helped win better contracts for food-service workers, **loud campaigns against student debt**, mobilizations against talks by Karl Rove and **General Stanley McChrystal**, a successful push against the university’s **plan to charge for intersession sessions courses**, and a protest movement that helped stop an administrative plan to alter the character of graduate education. We have discovered and leaked secret

documents, speedily organized protests and petitions, assembled teach-ins, and joined forces with community organizers, all to hold the university in check and reclaim some control of the spaces where we live and work.



TO CONCLUDE . . .

Johns Hopkins is Maryland's largest employer. Just last summer, it found itself on the losing end of a massive struggle with service workers over unlivable wages, and it continues to provide minimal pay for many employed through subcontractors.

As one of Baltimore's largest developers, it has engaged in a racist project of socio-economic cleansing, displacing poorer residents in East Baltimore and around Homewood to make way for new facilities and for affluent homeowners who serve as a buffer between its campuses and the realities of a city scarred by racism and economic collapse.

Watching over the pristine views at Homewood are 55 full-time cops and a cadre of off-duty and subcontracted officers, all working under the direction of a former secret service special agent; more than 300 reported on- and off-campus CCTV cameras scan the area for anything abnormal, assisted by paranoid "analytical behavioral recognition" systems. Law enforcement at Hopkins have been accused of racial profiling and excessive violence and have been subject to investigation for spying on campus activists.

What they guard is the marketable image of a world-class university—the special ingredient for maintaining a constant flow of tuition, donations, and students. We all know what this image looks like: a majority-white student population (and 3/4 white faculty) in a city that's 60% black; a school where fewer than a tenth of all undergraduates come from families making less than \$60,000, situated in a city where the median income is only \$30,000. It is an image to match the promise that a Hopkins education will be the gateway to more lucrative, satisfying, and secure employment than could ever be hoped for by most Americans. Or, facing an endless horizon of high unemployment and falling profits, it is an image that shamelessly banks on the truism that having a degree means you are less likely be the one to bear the brunt of economic misery.

While Hopkins obsesses over threats from outside its gates, it actively hides sexual violence on campus and sells out survivors to protect its valuable image. The school is currently under federal investigation for concealing a reported gang rape at the PIKE fraternity and discouraging students from formally reporting their rapes. Now, with PIKE on temporary suspension, it's left to Alpha Delt (WaWa) and SAE to vie for distinction as "rapiest" frat.

One of the top recipients of US defense contracts, Hopkins develops software and guidance systems for drones used to terrorize people in the Middle East and Africa. It maintains investments in the settler-colonial State of Israel and has preemptively resisted academic boycotts in response to apartheid practices against Palestinians. Last year, a Hopkins cryptography professor was censored by his dean just for questioning the legality of NSA spying.

At the medical campus, government-funded research is regularly put to work for the creation of profit-making private spin-offs as well as to patents on medical discoveries, inventions, and other faculty/student output, which contribute to the immense cost of healthcare in the US and the inaccessibility of vital drugs in other parts of the world. Our undergraduate research is also monetized, a practice Hopkins has defended in court by describing its students as “workers.”

For such privileges, we pay over \$63,500 in tuition and fees each year. Nationally, tuition costs have grown 4 times faster than inflation since the 1970s. In light of the stagnation of real wages over the same period, it's no surprise that student debt has grown 5-fold over just the past decade. A typical undergraduate now leaves Hopkins almost \$26,000 in debt.

This figure is only the most immediate and most private manifestation of a crisis that marks everything this guide touches upon. It is ultimately a crisis of unrelenting unemployment, of sovereign debt, of food, of housing, of energy... a crisis that rests on an unprecedented gap between rich and poor... a crisis that renders empire frantic and volatile, that is used to legitimate the criminalization and incarceration of the poor and people of color...

How do we act in a state of crisis? How to understand it? Just as we can't pretend that Hopkins is the seat of social ills, we must refuse to see the university through its own image—as a bastion of disinterested humanism, insulated from the influences of capital and power. Those of us who have been around know how flimsy that image of the ivory tower really is. When we begin to see the university for what it is, both our agency and its urgency come into view. A lot can happen in four years, one year, a semester...

Black Student Union (BSU): BSU is an undergraduate group aimed at improving the quality of Black and minority student life. It achieves this through events, such as the annual BSU formal, and activist functions such as the “I too am Hopkins” and the [silent protest for Mike Brown](#). BSU works with a number of other cultural groups on campus to provide and maintain a sense of unity among minority students. Check out their website @ <http://web1.johnshopkins.edu/bsu/>

Diverse Sexuality And Gender Alliance (DSAGA): DSAGA is an undergraduate organization serving the needs of the LGBTQ community on campus and throughout Baltimore. DSAGA regularly meets once a week and holds campus events throughout the year. It also provides education, counseling, and social opportunities. If you’re interested in joining or supporting, visit: <https://sites.google.com/site/dsagagroup/>

Hopkins Feminists: Hopkins Feminists is both an online forum and an in-person discussion group created to promote gender equality, awareness, and empowerment throughout and beyond the Homewood campus. It holds a number of events throughout the school year, including the popular “love your body” day campaign, and meets once a week to discuss feminism in the news and a range of feminist issues. Be sure to check out the FB group, <https://www.facebook.com/groups/156669121019460/?fref=nf>, where you can access student posts and important meeting information!

Hopkins For Social Justice: Not quite an officially recognized club, Hopkins for Social Justice is a relentlessly active Facebook group that provides space for students to share informative articles and advocate for a broad range of social issues. Students here are encouraged to share their stories and opinions, and respectfully engage in thoughtful conversation. While we work to make it a campus group, be sure to check out the page @ <https://www.facebook.com/groups/760244757325878/>

Human Rights Working Group: An undergraduate and graduate student organization at the Homewood campus, recognized by the GRO and the SGA. The group focuses on the US government-funded militarized drone research conducted here at JHU. It has organized and sponsored speakers and movies screenings on campus relating to this topic, as well as other human rights issues in Baltimore. Check them out on facebook @ <https://www.facebook.com/hrwgjhu>

Hopkins Students for Justice in Palestine: The purpose of Students for Justice in Palestine is to draw awareness to the plight of the Palestinian people under Israeli occupation. We encourage students that want to learn about and understand Palestinian people's rights to advocate for the Palestinian voice. Our dedication to the human rights of the Palestinian people is rooted in a fundamental respect for the human rights of all people. These include the right of all civilians, including Palestinians and Israelis, not to be the targets of violence. Check out the group blog @ <http://hopkinssjp.wordpress.com>

Real Food Hopkins: This is a student-run chapter of the national Real Food Challenge movement committed to bringing local/community-based, fair trade, ecologically grown, and humanely raised food to the JHU campus and surrounding Baltimore area. In addition to getting the university to sign the Real Food Campus Commitment at 35%, they organize food advocacy and awareness events (including an annual 100 Mile Meal), and started/help maintain [the Blue Jay's Perch community garden at Johns Hopkins Eastern](#). They meet Tuesdays from 8-9 PM in Levering Conference Room A. For more info, visit www.facebook.com/groups/150501264993488/ or email realfoodhopkins@gmail.com.

Sexual Assault Resource Unit (SARU): The sexual assault resource unit is a student run group designed to increase awareness of sexual violence and preventative education as well as to provide peer support and advocacy. It runs a 24/7 telephone hotline for anyone affected by sexual violence and holds many events throughout the school year. For information on how you can support the event, visit their FB page @ <https://www.facebook.com/SARUatHopkins>

Students for Environmental Action (SEA): SEA is a group dedicated to environmental advocacy and change in and around the Johns Hopkins campus. This group helped increase recycling/composting around campus. It meets once a week and holds several campaigns throughout the academic year. If you're interested in joining or taking part in any of their activities, look for contact information on their webpage (<https://johnshopkins.collegiatelink.net/organization/studentsforenvironmentalaction>). Refuel Our Future (www.facebook.com/RefuelOurFuture) and JHU Take Back the Tap (www.facebook.com/jhutakebackthetap) are also active environmental campaigns to join.

Student groups won't always be the answer when you want to organize for change; they provide access to funds, SGA/GRO recognition, and established memberships, but they can also introduce unwanted red tape. But check these groups out! And see a complete list at <https://johnshopkins.collegiatelink.net/Organizations>

BALTIMORE GROUPS / ORGANIZATIONS :

Baltimore Art + Justice Project

Baltimore Racial Justice Action

Food Not Bombs (food redistribution movement)

Force Baltimore (upsetting rape culture)

Free Your Voice Group (environmental justice group)

Gather Baltimore (food recovery organization)

Leaders of a Beautiful Struggle (youth-led policy think tank)

Red Emma's (radical bookstore and coffee shop with Free School)

Right to Housing Alliance

Urban Agriculture around Baltimore (don't forget the Blue Jay's Perch at JHU Eastern either!): Boone St. Farm, Community Greening Resource Network, Free Farm, Open Plough, Real Food Farm, Whitelock Community Farm, and more.

NEWS SOURCES TO CHECK OUT :

Baltimore Brew

City Paper

CityLab

Color Lines

Common Dreams

Democracy Now!

Everyday Feminism

Feministing

Grist

In These Times

Jacobin

Jezebel

Mother Jones

Naked Capitalism

New Inquiry

Racialicious

Real News Network

Truth-Out

YES! Magazine

