



*Autumn*, by Giuseppe Arcimboldi (c. 1527-1593)

**Environmental Humanities Courses  
Fall 2018  
Yale University**

## ***The Environmental Humanities at Yale***

Humanity's relationship with the natural world is deeply shaped by history, culture, social relationships, and values. Society's environmental challenges often have their roots in how people relate to each other and how we think about environmental problems and even "the environment" itself.

The Yale Environmental Humanities Initiative aims to deepen our understanding of the ways that culture is intertwined with nature. Faculty and students from diverse disciplines and programs across the university together can pursue a broad interdisciplinary conversation about humanity and the fate of the planet.

Each academic year, Yale offers dozens of courses that approach environmental issues from a broad range of humanities perspectives. Some of the courses are entirely focused on the environment and the humanities; others approach the environmental humanities as one of several integrated themes. This accompanying list provides a guide to course offerings for the Fall 2018 semester.

## **[Undergraduate Courses](#)**

## **[Graduate Courses](#)**

**Web:** [Environmentalhumanities.yale.edu](http://Environmentalhumanities.yale.edu) **Email:** [Environmentalhumanities@yale.edu](mailto:Environmentalhumanities@yale.edu) **Twitter:** [@YaleEnvHum](https://twitter.com/YaleEnvHum)

[Sign up for the Yale Environmental Humanities Newsletter for upcoming events and news](#)

*Yale Environmental Humanities gratefully acknowledges the financial support of the inaugural 320 York Humanities Grant Program and the School of Forestry and Environmental Studies*

## Undergraduate Courses

[AMST](#), [ANTH](#), [ARCG](#), [ARCH](#), [ART](#), [EALL](#), [ENGL](#), [ER&M](#), [EVST](#), [HIST](#), [HSAR](#), [HSHM](#), [LITR](#), [PLSC](#), [THST](#)

AMST 331 01 (14422)

### **Photographing the City: Urban Pictures, Urban Places**

Kristin Hankins

How do we see places? How do we see boundaries? How do our practices of looking reproduce, complicate, and transform places? This junior seminar explores these questions through an engagement with American urban places and analysis of their representations throughout the 20th century, beginning with photography at the turn of the century and ending with contemporary social practice art projects. We analyze the relationship between visual culture and public space; the ways in which urban visual culture conceals and reveals power dynamics; and different ways of approaching, engaging, and representing urban places. The primary objective is to foster critical engagement with urban space and its representations—to develop an analytical framework which grounds exploration of the impact of representational strategies on experiences of space and vice versa.

ANTH 232 01 (10450) /ARCG 232/LAST 232

### **Ancient Civilizations of the Andes**

Richard Burger

TTh 2.30-3.45

Areas Hu

YC Anthropology: Archaeology

Survey of the archaeological cultures of Peru and Bolivia from the earliest settlement through the late Inca state.



ANTH 244 01 (13964)

### **Modern Southeast Asia**

Eve Zucker

MW 2.30-3.45

Areas So

Introduction to the peoples and cultures of Southeast Asia, with special emphasis on the challenges of modernization, development, and globalization. Southeast Asian history, literature, arts, belief systems, agriculture, industrialization and urbanization, politics, ecological challenges, and economic change.

ANTH 322 01 (10458) /EVST 324/SAST 306

### **Environmental Justice in South Asia**

Kalyanakrishnan Sivaramakrishnan

Th 1.30-3.20

Areas So

1 HTBA

Study of South Asia's nation building and economic development in the aftermath of war and decolonization in the 20th century. How it generated unprecedented stress on natural environments; increased social disparity; and exposure of the poor and minorities to environmental risks and loss of homes, livelihoods, and cultural resources. Discussion of the rise of environmental justice movements and policies in the region as the world comes to grips with living in the Anthropocene.

ANTH 409 01 (11042) /EVST 422/ER&M 394/F&ES 422

### **Climate and Society from Past to Present**

Michael Dove

Th 1.30-3.20

Areas So

1 HTBA

YC Anthropology: Sociocultural

Discussion of the major traditions of thought—both historic and contemporary—regarding climate, climate change, and society; focusing on the politics of knowledge and belief vs disbelief; and drawing on the social sciences and anthropology in particular.

ANTH 478 01 (11037) /EVST 399/ARCG 399/NELC 399

### **Agriculture: Origins, Evolution, Crises**

Harvey Weiss

Th 3.30-5.20

Areas So





Analysis of the societal and environmental drivers and effects of plant and animal domestication, the intensification of agroproduction, and the crises of agroproduction: land degradation, societal collapses, sociopolitical transformation, sustainability, and biodiversity.



ARCG 207 01 (13736) /ANTH 207

**The Sustainable Preservation of Cultural Heritage**

Stefan Simon  
F 9.25-11.15

Understanding the complex factors that challenge the preservation of cultural heritage through introduction to scientific techniques for condition assessment and preservation, including materials analysis and digitization tools in the lab and in the field. Students learn about collection care and the science used to detect forgeries and fakes; international legal and professional frameworks that enable cross-cultural efforts to combat trafficking in antiquities; and how to facilitate preservation.

ARCG 226 01 (11023) /EVST 226/NELC 268

**Global Environmental History**

Harvey Weiss  
TTh 9.00-10.15

Areas So

The dynamic relationship between environmental and social forces from the Pleistocene glaciations to the Anthropocene present. Pleistocene extinctions; transition from hunting and gathering to agriculture;

origins of cities, states, and civilization; adaptations and collapses of Old and New World civilizations in the face of climate disasters; the destruction and reconstruction of the New World by the Old. Focus on issues of adaptation, resilience, and sustainability, including forces that caused long-term societal change.

ARCH 006 01 (13623)

**Architectures of Urbanism: Thinking, Seeing, Writing the City**

Michael Schlabs  
TTh 11.35-12.50

Areas Hu

What is architecture, and how is it conceived, relative to notions of the urban – to the broader, deeper, messier web of ideas, forms, and fantasies constituting “the city?” Can architecture play a role in defining the city, as such, or does the city’s political and social construction place it outside the scope of specifically architectural concerns? Likewise, what role can the city play in establishing, interrogating, and extrapolating the limits of architecture, whether as a practice, a discourse, or a physical manifestation of human endeavor in the material environment? This course addresses these and other related questions, seeking to position architecture in its broader urban, social, cultural, political, intellectual, and aesthetic contexts. In so doing, it assumes the position that the nature and character of the urban can largely be characterized in terms of the manner in which we, as a society, conceive, construct, and contribute to notions of “the public,” or “the common.”

Prerequisite: general knowledge of 20th-century history.

ART 013 01 (10530)

**Temperamental Spaces**

Areas Hu  
1 HTBA

Spaces can sometimes appear as idiosyncratic as the people within them, taking on characteristics we usually ascribe to ourselves. They can appear erratic, comforting, uncanny—even threatening. Working like a therapy session for architecture, the body, and the objects around us, this seminar analyzes a diverse collection of readings and works, ranging from Renaissance mysticism to conceptual art and film, to explore how the visual arts have utilized a productive, but skeptical, relationship with space. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.

ART 450 01 (10564)

**Interiors as Cinema**

Corey McCorkle  
Th 8.25-12.20  
1 HTBA

This class is an extension of ‘Landscape as Cinema’ and reconsiders both the ‘studio’ in the history of the moving image and our understanding of ‘interiors’ as described by film. The Black Maria, the first motion picture studio in the United States, was invented by Thomas Edison in 1893. This tar-papered ‘studio’ looked like a small house, and would be rotated by horse to catch the best light of the day for filming therein. This unfixed interior at the origin of the moving image is our chimerical inspiration throughout the



semester. After a semester long investigation involving the intense analysis of the moving image in general, our final collective project involves reconstructing this particular site (the studio) and shooting something therein. Students should be somewhat fluent in visual and narrative history; film expertise is not required.

EALL 293 01 (14419)

### **Hiroshima to Fukushima: Ecology and Culture in Japan**

Stephen Poland  
TTh 1.00-2.15

This course explores how Japanese literature, cinema, and popular culture have engaged with questions of environment, ecology, pollution, and climate change from the wake of the dropping of the atomic bomb on Hiroshima in 1945 to the ongoing Fukushima nuclear power plant disaster in the present. Environmental disasters and the slow violence of their aftermath have had an enormous impact on Japanese cultural production, and we examine how these cultural forms seek to negotiate and work through questions of representing the unrepresentable, victimhood and survival, trauma and national memory, uneven development and discrimination, the human and the nonhuman, and climate change's impact on imagining the future. Special attention is given to the possibilities and limitations of different forms—the novel, poetry, film, manga, anime—that Japanese writers and artists have to think about humans' relationship with the environment.

ENGL 114

### **WRITING SEMINARS**

#### **Landscape and the Environment** Section 18 (14459)

Jakub Koguciuk  
TTh 1.00-2.15

#### **Logistics of Climate Change** Section 19 (14460)

Timothy Kreiner  
TTh 11.35-12.50

#### **Health, Religion, and Morality** Section 25 (14468)

TTh 2.30-3.45

#### **The Real World of Food** Section 32 (14475)

Barbara Stuart  
TTh 11.35-12.50

Skills WR

1 HTBA

Instruction in writing well-reasoned analyses and academic arguments, with emphasis on the importance of reading, research, and revision. Using examples of nonfiction prose from a variety of academic disciplines, individual sections focus on topics such as the city, childhood, globalization, inequality, food culture, sports, and war.

ENGL 115

### **LITERATURE SEMINARS**

#### **Literature Labor and Climate Change** Section 95 (13099)

Katja Lindskog  
MW 9.00-10.15

#### **Literary Journeys and Other Worlds** Section 07 (14040)

Wing Chun Julia Chan  
TTh 2.30-3.45

Skills WR

Areas Hu

1 HTBA

Exploration of major themes in selected works of literature. Individual sections focus on topics such as war, justice, childhood, sex and gender, the supernatural, and the natural world. Emphasis on the development of writing skills and the analysis of fiction, poetry, drama, and nonfiction prose.

ENGL 241 01 (11021) /EVST 224

### **Writing About The Environment**

Alan Burdick  
Th 1.30-3.20

YC English: Creative Writing

Exploration of ways in which the environment and the natural world can be channeled for literary expression. Reading and discussion of essays, reportage, and book-length works, by scientists and non-scientists alike. Students learn how to create narrative tension while also conveying complex—sometimes highly technical—information; the role of the first person in this type of writing; and where the human environment ends and the non-human one begins.

ENGL 278 01 (10971) /AMST 281

### **Antebellum American Literature**

Michael Warner  
TTh 1.00-2.15

Skills WR

Areas Hu

Introduction to writing from the period leading up to and through the Civil War. The growth of African American writing in an antislavery context; the national book market and its association with national culture; emergence of a language of



environment; romantic ecology and American pastoral; the "ecological Indian"; evangelicalism and the secular; sentimentalism and gender; the emergence of sexuality; poetics.

ENGL 287 01 (10973)

**Literature and the Future, 1887 to the Present**

Robert Williams

MW 2.30-3.45

Skills WR

Areas Hu

1 HTBA

YC English: 20th/21st Century

YC English: Junior Seminar

A survey of literature's role in anticipating and constructing potential futures since 1887. Early Anglo-American and European futurism during the years leading up to World War I; futures of speculative fiction during the Cold War; futuristic dreams of contemporary cyberpunk. What literature can reveal about the human need to understand both what is coming and how to respond to it.

ENGL 325 01 (14482) /AMST 257

**Modern Apocalyptic Narratives**

James Berger

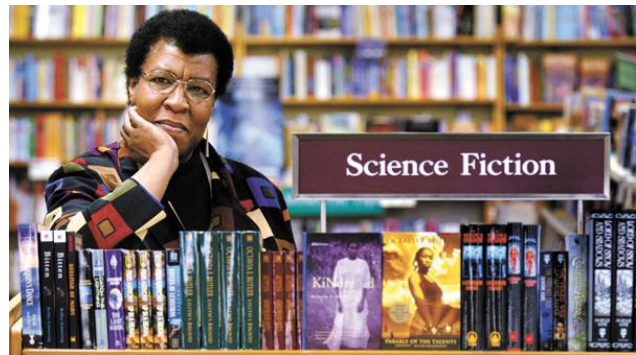
T 9.25-11.15

Areas Hu

The persistent impulse in Western culture to imagine the end of the world and what might follow. Social and psychological

factors that motivate apocalyptic representations.

Differences and constant features in apocalyptic representations from the Hebrew Bible to contemporary science fiction. Attitudes toward history, politics, sexuality, social class, and the process of representation in apocalyptic texts.



ENGL 459 01 (11760) /MB&B 459/EVST 215

**Writing about Science, Medicine, and the Environment**

Carl Zimmer

T 9.25-11.15

Skills WR

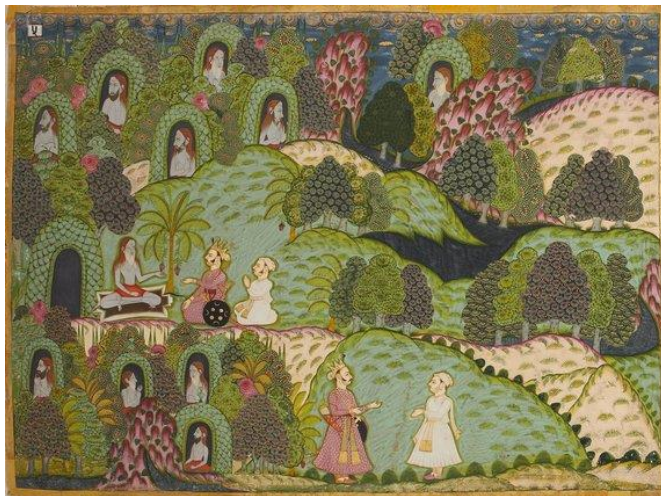
1 HTBA

YC English: Creative Writing

Advanced non-fiction workshop in which students write about science, medicine, and the environment for a broad public audience. Students read exemplary work, ranging from newspaper articles to book excerpts, to learn how to translate complex subjects into compelling prose.

Admission by permission of the instructor only. Applicants should email the instructor at [carl@carlzimmer.com](mailto:carl@carlzimmer.com) with the following information:

1. One or two samples of nonacademic, nonfiction writing. (No fiction or scientific papers, please.) Indicate the course or publication, if any, for which you wrote each sample.
2. A note in which you briefly describe your background (including writing experience and courses) and explain why you'd like to take the course.



ER&M 439 01 (11070) /AMST 439

**Fruits of Empire**

Gary Okihiro

W 1.30-3.20

Areas Hu, So

1 HTBA

Readings, discussions, and research on imperialism and "green gold" and their consequences for the imperial powers and their colonies and neo-colonies. Spatially conceived as a world-system that enmeshes the planet and as earth's latitudes that divide the temperate from the tropical zones, imperialism as discourse and material relations is this seminar's focus together with its implantations—an empire of plants. Vast plantations of sugar, cotton, tea, coffee, bananas, and pineapples occupy land cultivated by native and migrant workers, and their fruits move from the tropical to the temperate zones, impoverishing the periphery while profiting the core. *Fruits of Empire*, thus, implicates power and the social formation of race, gender, sexuality, class, and nation.



EVST 007 01 (110818)

**The New England Forest**

Marlyse Duguid

Th 1.00-5.00

1 HTBA

Exploration of the natural history of southern New England, with specific focus on areas in and around New Haven. Pertinent environmental issues, such as climate change, endangered species, and the role of glacial and human history in shaping vegetative patterns and processes, are approached from a multi-disciplinary framework and within the context of the surrounding landscape.

Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program.

EVST 020 01 (11087) /F&ES 020

**Sustainable Development in Haiti**

Gordon Geballe

TTh 9.00-10.15

Skills WR

1 HTBA

The principles and practice of sustainable development explored in the context of Haiti's rich history and culture, as well as its current environmental and economic impoverishment.

Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.

EVST 292 01 (11030) /GLBL 217/PLSC 149

**Sustainability in the Twenty-First Century**

Daniel Etsy

MW 1.00-2.15

Areas So

Sustainability as a guiding concept for addressing twenty-first century tensions between economic, environmental, and social progress. Using a cross-disciplinary set of materials from the "sustainability canon," students explore the interlocking challenges of providing abundant energy, reducing pollution, addressing climate change, conserving natural resources, and mitigating the other impacts of economic development.

HIST 002 01 (14427)

**Myth, Legend, and History in New England**

Mark Peterson

MW 9.00-10.15

Skills WR

Areas Hu

1 HTBA

This seminar explores the complex and multi-faceted process of remembering and representing the past, using the New England region as our laboratory and drawing on the resources of Yale and the surrounding region for our tools. Human events are evanescent—as soon as they happen, they disappear. Yet they live on in many forms, embodied in physical artifacts and the built environment, converted to songs, stories, and legends, inscribed in written records of a thousand sorts, depicted in graphic images from paintings and sketches to digital photographs and video. From these many sources people form and reform their understanding of the past. In this seminar, we examine a series of iconic events and patterns deeply embedded in New England's past and analyze the contested processes whereby historians, artists, poets, novelists, and other "remembrancers" of the past have attempted to do this essential work.

Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.



HIST 036 01 (14047)

**Utopia and Dystopia: From Classic Times to the Present in Western Culture**

María Jordán

TTh 9.00-10.15

Skills WR

Areas Hu

We live in a time of dysfunctional societies but, at the same time, in a moment of ecological, egalitarian, and tolerant societies. In this class we examine utopian ideas from Antiquity to the present in Western societies, and compare them with the ones that we formulate in our days. Also, we examine the correlation between dystopias and utopias. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.

HIST 141 01 (14336) /AMST 141

**The American West**

Travis Ross

TTh 11.35-12.25

Areas Hu

The history of the American West as both frontier and region, real and imagined, from the first contacts between Indians and Europeans in the fifteenth century to the multicultural encounters of the contemporary Sunbelt. Students work with historical texts and images from Yale's Western Americana Collection.

HIST 369J 01 (14333)

**The City in Modern East Asia**

Th 1.30-3.20

Areas Hu

1 HTBA

Cities in East Asia developed into cosmopolitan urban centers in the modern era. They hosted encounters with Western empires and witnessed the rise of new forms of participatory politics; they not only reflected the broader efforts of their respective nation-states to modernize and industrialize, but also produced violent reactions against state regimes. They served as nodes in networks of migrants, commerce, and culture that grew more extensive in the modern era. In these ways, the history of East Asian urbanism is the history of the fluidity and dynamism of urban society and politics in the context of an increasingly interconnected modern world. We study cosmopolitan cities across East Asia from the beginning of the nineteenth century to the present day. A comparative approach allows us to explore both general trends and themes, and distinct historical experiences across the countries of the region. Specific seminar topics include: urban politics, including state-society relations; cities as sites of geopolitical and imperial encounters; changes in urban society, including the impact of migration and social conflict; the urban environment, including natural and man-made disasters; urban planning, at the local, national and transnational scale; and ways of visualizing the city.

HSAR 007 01 (11377)

**Art and Science**

Carol Armstrong

MW 2.30-3.45

Skills WR

Areas Hu

1 HTBA

The historical relationship between art and science in the West, from the Renaissance to the present. Case studies illustrate the similarities and differences between the way artists and scientists each model the world, in the studio and the laboratory.

Enrollment limited to freshmen. Preregistration required. Please go to the following website to enter preferences for seminars: <https://students.yale.edu/ocs-preference/select/select?id=2041>

HSAR 410 01 (13749) /AMST 332

**Humbugs and Visionaries: American Artists and Writers Before the Civil War**

Bryan Wolf

Th 1.30-3.20

Areas Hu

This course examines American literature and visual culture of the seventeenth, eighteenth, and nineteenth centuries. We look in particular at outliers, prophets, and self-promoters, from the radical Puritan writer Anne Bradstreet to popular entertainers like P. T. Barnum. Topics include: visibility and the public sphere; landscape and politics; genre painting and hegemony; race and identity; managerial culture and disembodied vision. Class trips to the Yale University Art Gallery and the Metropolitan Museum (New York).

HSAR 419 01 (13968)

**Art and Cognition in the Pre-Modern World**

F 1.30-3.20

Areas Hu

1 HTBA

This seminar explores art as a medium for cognition and perception. Our focus is on conceptions of art and the inner-workings of the mind in the pre-modern era, with an emphasis on medieval Europe, as well as Byzantium and the medieval Islamic world. While our study concentrates on art and textual sources primarily from the Middle Ages, we also engage modern theoretical and scientific scholarship in our analyses and discussions. Throughout the course, we consider fundamental questions concerning the way in which individuals experienced the world through art objects and material culture. Topics include the function of the senses in perception; imagination, dreams, and visions; techniques of concealment and revelation in art and ritual, the art of memory, medieval experiences of the natural world; the perception of time; the relationship between body and mind as mediated through art; and the role of vision and orality in the act of reading. The class makes frequent visits to the Yale University Art Gallery, the Beinecke Rare Book and Manuscript Library, and other collections on campus.





HSHM 202 01 (11278) /AMST 247/FILM 244/HIST 147/HLTH 170

**Media and Medicine in Modern America**

John Warner  
Gretchen Berland  
MW 10.30-11.20  
1 HTBA

Areas Hu

Relationships between medicine, health, and the media in the United States from 1870 to the present. The changing role of the media in shaping conceptions of the body, creating new diseases, influencing health and health policy, crafting the image of the medical profession, informing expectations of medicine and constructions of citizenship, and the medicalization of American life.

HSHM 406 01 (11283) /HIST 150J

**Healthcare for the Urban Poor**

Sakena Abedin  
Th 9.25-11.15  
1 HTBA

Exploration of the institutions, movements, and policies that have attempted to provide healthcare for the urban poor in America from the late nineteenth century to the present, with emphasis on the ideas (about health, cities, neighborhoods, poverty, race, gender, difference, etc) that shaped them. Topics include hospitals, health centers, public health programs, the medical civil rights movement, the women's health movement, and national healthcare policies such as Medicare and Medicaid.

HSHM 416 01 (11285) /HIST 414J

**Engineering the Modern Body**

Rachel Elder  
M 1.30-3.20  
Areas Hu  
1 HTBA

Exploring the human body in relationship to technology and the larger cultural processes of industrialization, medicalization, and most recently, the digital age. From Victorians who sought restoration from illness with electric belts, to the popularization of cosmetic surgery and gene therapy after World War II, students examine how the body became a canvas for a variety of personal, civic, and national goals.

HSHM 473 01 (13854) /HIST 403J

**Vaccination in Historical Perspective**

Jason Schwartz  
Th 9.25-11.15  
Areas Hu

For over two centuries, vaccination has been a prominent, effective, and at times controversial component of public health activities in the United States and around the world. Despite the novelty of many aspects of contemporary vaccines and vaccination programs, they reflect a rich and often contested history that combines questions of science, medicine, public health, global health, economics, law, and ethics, among other topics. This course examines the history of vaccines and vaccination programs, with a particular focus on the 20th and 21st centuries and on the historical roots of contemporary issues in U.S. and global vaccination policy. Students gain a thorough, historically grounded understanding of the scope and design of vaccination efforts, past and present, and the interconnected social, cultural, and political issues that vaccination has raised throughout its history and continues to raise today.

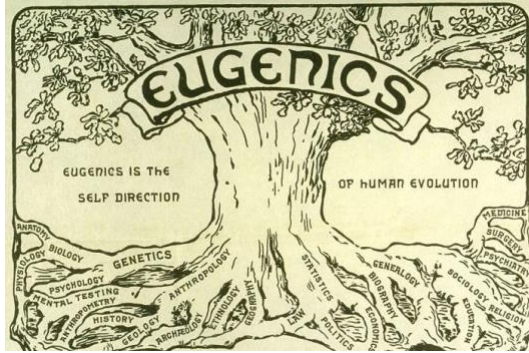


HSHM 481 01 (11293) /AFAM 213/HIST 383J

**Medicine and Race in the Slave Trade**

Carolyn Roberts  
W 3.30-5.20  
Skills WR  
Areas Hu

Examination of the interconnected histories of medicine and race in the slave trade. Topics include the medical geography of the slave trade from slave prisons in West Africa to slave ships; slave trade drugs and forced drug consumption; mental and physical illnesses and their treatments; gender and the body; British and West African medicine and medical knowledge in the slave trade; eighteenth-century theories of racial difference and disease; medical violence and medical ethics.



HSHM 487 01 (11296) /HIST 479J

**Disability, Science, and Society**

Rachel Elder

T 1.30-3.20

Areas Hu

Science and disability are inextricably linked. Since at least the nineteenth century, medical science and technology have helped to define disability as a 'problem' in need of intervention rather than as the product of increasingly stringent social norms. The medical gaze, systems of quantification, rubrics of 'normality,' eugenics, intelligence testing—each of these tools of science have reinforced hierarchies of difference while devaluing the experiences of persons with non-conforming bodies and brains. In this course we explore this fairly recent history, focusing on the experiences of people with a range of

disabilities through the prism of modern science, medicine, and technology. From prosthetic limbs to neuro-enhancing drugs, we examine how nineteenth and twentieth century sciences have shaped definitions and experiences of disability. Course topics include the nineteenth-century 'invention' of disability, medicalization and eugenics, access and infrastructure, social versus medical models of disability, notions of control and able-bodiedness, and the rise of disability activism in the final quarter of the twentieth century.

HSHM 495 01 (13853)

**Medicine & U.S. Imperialism**

Tess Lanzarotta

T 3.30-5.20

Areas Hu

Both "U.S. Imperialism" and "medicine" are broad categories. Imperialism can include complex formations like economic domination, the waging of war, processes of cultural assimilation, or formal territorial dispossession. Medicine, on the other hand, can include sets of beliefs and interventions ranging from vaccination campaigns, to the collection of biological specimens, to humanitarian aid, to biomedical research. Throughout the class, we question how historians have navigated these complex and shifting definitions and, in doing so, tried to make sense of the historical relationship between medicine and American empire. While this class is broadly chronological, its approach is more episodic than comprehensive. Instead of presenting a synthetic historical narrative, it offers students a nuanced understanding of important chapters in American history and leaves them with a set of conceptual and critical tools, which they can then apply to their own original research papers.

LITR 345 01 (13196) /EVST 228/HUMS 228/HIST 459J/

**Climate Change and the Humanities**

Katja Lindskog

MW 11.35-12.50

Areas Hu

What can the Humanities tell us about climate change? The Humanities help us to better understand the relationship between everyday individual experience, and our rapidly changing natural world. To that end, students read literary, political, historical, and religious texts to better understand how individuals both depend on, and struggle against, the natural environment in order to survive.

PLSC 420 01 (12482) /ANTH 406/EVST 424

**Rivers: Nature and Politics**

James Scott

Areas So

1 HTBA

YC Anthropology: Sociocultural

The natural history of rivers and river systems and the politics surrounding the efforts of states to manage and engineer them.

THST 427 01 (11896) /AMST 349

**Technologies of Movement Research**

Emily Coates

T 10.30-12.20

1 HTBA

An interdisciplinary survey of creative and critical methods for researching human movement. Based in the motion capture studio at the Center for Collaborative Arts and Media, the course draws movement exercises and motion capture experiments together with literature from dance and performance studies, art, anthropology, sociology, philosophy, cognitive science, and the history of science to investigate the ways that artists and scholars conceive of human movement as a way of knowing the world. Students will develop their own projects over the course of the semester. No prior experience in dance required.



## Graduate Courses

[ANTH](#), [ART](#), [CPLT](#), [EALL](#), [F&ES](#), [FREN](#), [HIST](#), [HSAR](#), [HSHM](#), [REL](#)

ANTH 541 01 (13894) /F&ES 836

### **Agrarian Societies: Culture, Society, History, and Development**

W 1.30-3.20

An interdisciplinary examination of agrarian societies, contemporary and historical, Western and non-Western. Major analytical perspectives from anthropology, economics, history, political science, and environmental studies are used to develop a meaning-centered and historically grounded account of the transformations of rural society. Team-taught.

ART 516 00 (14367)

### **Color Landscape Workshop: What is Color?**

Byron Kim

Th 2.00-5.00

We start with biology—the human body, its colors, and its ability to sense color—and then move on to chemistry and physics, examining whether color is inherent in objects or in light or in the mind: is a blue object bluer when perceived outside Earth's atmosphere? We study the ways in which colorists before us have systematized and rationalized color given their own technological or philosophical context and ponder which is the best way for each of us to think about color and utilize it in our work. We are bound to bump up against the cultural and psychological contexts of color and how language itself affects our perception of color. How comprehensively are we to take the whiteness of Melville's whale? What does Wittgenstein have to say about the relative brightness of the blue sky versus a blank white canvas under that same open sky? What is the difference between purple and violet? This course is bound to generate more questions than it can answer; it is open to those working in all subject areas but is taught from the point of view of a painter. Meets six times for 1.5 credits.

CPLT 699 01 (13374) /GMAN 603/PHIL 602

### **Heidegger's Being and Time**

A systematic, chapter-by-chapter study of Heidegger's *Being and Time*, arguably the most important work of philosophy of the twentieth century. All the major themes of the book are addressed in detail, with a particular emphasis on care, time, death, and the meaning of being.

EALL 593 01 (14420)

### **Hiroshima to Fukushima: Ecology and Culture in Japan**

Stephen Poland

TTh 1.00-2.15

This course explores how Japanese literature, cinema, and popular culture have engaged with questions of environment, ecology, pollution, and climate change from the wake of the dropping of the atomic bomb on Hiroshima in 1945 to the ongoing Fukushima nuclear power plant disaster in the present. Environmental disasters and the slow violence of their aftermath have had an enormous impact on Japanese cultural production, and we examine how these cultural forms seek to negotiate and work through questions of representing the unrepresentable, victimhood and survival, trauma and national memory, uneven development and discrimination, the human and the nonhuman, and climate change's impact on imagining the future. Special attention is given to the possibilities and limitations of different forms—the novel, poetry, film, manga, anime—that Japanese writers and artists have to think about humans' relationship with our environment.



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F&ES 520 01 (12576)

### **Society and Environment: Introduction to Theory and Method**

Michael Dove

M 9.00-11.50

Introductory course on the scope of social scientific contributions to environmental and natural resource issues. Section I, overview of the field and course. Section II, framing of environmental problems: placing problems in their wider political context, new approaches to uncertainty and failure, and the importance of how the conceptual boundaries to resource systems are drawn. Section III, methods: the dynamics of working within development projects, and the art of rapid appraisal and short-term consultancies. Section IV, local communities, resources, and (under)development: representing the poor, development discourse, and indigenous peoples and knowledge. There are two guest lectures by leading scholars in the field. No prerequisites. This is a core M.E.M. specialization course in F&ES, a core course in the combined F&ES/Anthropology doctoral degree program, and a prerequisite for F&ES 869/ANTH 572. Three hours lecture/seminar.



### **Modeling Geographic Objects**

Charles Tomlin

Th 1.00-3.50

This course offers a broad and practical introduction to the nature and use of drawing-based (vector) geographic information systems (GIS) for the preparation, interpretation, and presentation of digital cartographic data. In contrast to F&ES 755, the course is oriented more toward discrete objects in geographical space (e.g., water bodies, land parcels, or structures) than the qualities of that space itself (e.g., proximity, density, or interspersions). Three hours lecture, problem sets. No previous experience is required.

F&ES 764 01 (12763)

### **Environment, Culture, Morality, and Politics**

Justin Farrell

Th 9.00-11.50

This course equips students to think critically and imaginatively about the social aspects of natural landscapes and the communities who inhabit them. It draws on empirical cases from the United States to examine interrelated issues pertaining to culture, morality, religion, politics, power, elites, corporations, and social movements. Because of the deep complexity of these issues, and the fact that this is a reading- and writing-intensive course, it requires a significant time commitment from each student. Students in the course gain fluency with cutting-edge empirical research on these issues; better recognize the social, moral, and political roots of all things; and finally, are able to apply philosophical theory to concrete environmental problems.

F&ES 772 01 (12764)

### **Social Justice in the Global Food System**

Kristin Reynolds

Th 1.00-3.50

This course explores social justice dimensions of today's globalized food system, considering sustainability in terms of sociopolitical as well as environmental dynamics. We examine how governmental and nongovernmental environmental strategies affect social equity in the food system at multiple scales. We discuss how issues such as land grabbing or food insecurity are connected to relative power on the global stage. We consider how phenomena such as structural violence and neoliberalization surface within the food system, and what this means for sustainability and justice. With an emphasis on connecting theory and practice, we examine and debate concepts including food sovereignty, agroecology, and the Right to Food that are used by governmental and/or civil society actors to advance positive change. Throughout the term we explore our own positions as university-based stakeholders in the food system. The course includes guest speakers; students are encouraged to integrate aspects of their own academic and/or professional projects into one or more course assignments.

F&ES 774 01 (12766) /NELC 606

### **Agriculture: Origins, Evolution, Crises**

Harvey Weiss

Th 3.30-5.20

Analysis of the societal and environmental causes and effects of plant and animal domestication, the intensification of agroproduction, and the crises of agroproduction: population pressure, land degradation, societal collapses, technological innovation, transformed social relations of production, sustainability, and biodiversity. From the global field, the best-documented eastern and western hemisphere trajectories are selected for analysis.

F&ES 826 01 (12775)

### **Foundations of Natural Resource Policy and Management**

Susan Clark

M 1.00-3.50

This course offers an explicit interdisciplinary (integrative) framework that is genuinely effective in practical problem solving. This unique skill set overcomes the routine ways of thinking and solving conservation problems common to many NGOs and government organizations by explicitly developing more rigorous and effective critical-thinking, observation, and management skills. By simultaneously addressing rational, political, and practical aspects of real-world problem solving, the course helps students gain skills, understand, and offer solutions to the policy problems of managing natural resources. The approach we use requires several things of students (or any problem solvers): that they be contextual in terms of social and decision-making processes; that they use multiple methods and epistemologies from any field that helps in understanding problems; that they strive to be both procedurally and substantively rational in their work; and, finally, that they be clear about their own standpoint relative to the problems at hand. The approach used in this course draws on the oldest and most comprehensive part of the modern policy analytic movement—the policy sciences (interdisciplinary method)—which is growing in its applications worldwide today. The course includes a mix of critical thinking, philosophical issues, history, as well as issues that students bring in. Among the topics covered are human rights, scientific management, decision-making, community-based approaches, governance, common interest, sustainability, professionalism, and allied thought and literature. In their course work students apply the basic concepts and tools to a



problem of their choice, circulating drafts of their papers to other seminar participants and lecturing on and leading discussions of their topics in class sessions. Papers of sufficient quality may be collected in a volume for publication. Active participation, reading, discussion, lectures, guests, and projects make up the course. Enrollment limited to sixteen; application required.

F&ES 839 01 (12778)

### **Social Science of Conservation and Development**

Carol Carpenter

1.00-3.50

This course is designed to provide a fundamental understanding of the social aspects involved in implementing conservation and sustainable development projects. Social science makes two contributions to the practice of conservation and development. First, it provides ways of thinking about, researching, and working with social groupings—including rural households and communities, but also development and conservation institutions, states, and NGOs. This aspect includes relations between groups at all these levels, and especially the role of politics and power in these relations. Second, social science tackles the analysis of the knowledge systems that implicitly shape conservation and development policy and impinge on practice. The emphasis throughout is on how these things shape the practice of sustainable development and conservation. Case studies used in the course have been balanced as much as possible between Southeast Asia, South Asia, Africa, and Latin America; most are rural and Third World. The course includes readings from all noneconomic social sciences. The goal is to stimulate students to apply informed and critical thinking (which means not criticizing others, but questioning our own underlying assumptions) to whatever roles they may come to play in conservation and sustainable development, in order to move toward more environmentally and socially sustainable projects and policies. The course is also designed to help students shape future research by learning to ask questions that build on, but are unanswered by, the social science theory of conservation and development.

No prerequisites. This is a requirement for the combined F&ES/Anthropology doctoral degree program and a prerequisite for some advanced F&ES courses. Open to advanced undergraduates. Three hours lecture/seminar.

F&ES 840 01 (12779)

### **Climate Change Policy and Perspectives**

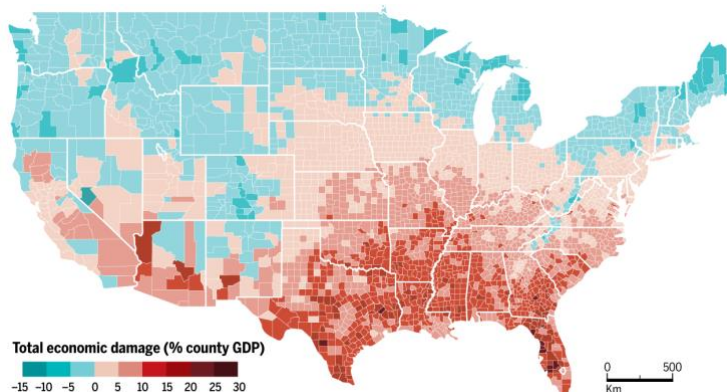
Daniel Etsy

MW 2.30-3.50

This course examines the scientific, economic, legal, political, institutional, and historic underpinnings of climate change and the related policy challenge of developing the energy system needed to support a prosperous and sustainable modern society. Particular attention is given to analyzing the existing framework of treaties, law, regulations, and policy—and the incentives they have created—which have done little over the past several decades to change the world's trajectory with

regard to the build-up of greenhouse gas

emissions in the atmosphere. What would a twenty-first-century policy framework that is designed to deliver a sustainable energy future and a successful response to climate change look like? How would such a framework address issues of equity? How might incentives be structured to engage the business community and deliver the innovation needed in many domains? While designed as a lecture course, class sessions are highly interactive. Self-scheduled examination or paper option.



F&ES 866 01 (12781)

### **Climate Change and Animal Law**

Douglas Kysar

Jonathan Lovvorn

M 6.10-8.00

This course examines the relationship between climate change, humans, and animals. With few exceptions, researchers and policy advocates looking at the impact of climate change on animals tend to focus on species loss and biodiversity at a macro level. But climate change is also having profound impacts on the individual lives and well-being of billions of animals. Large-scale human use of animals for food is also a significant and often overlooked cause of climate change emissions. The course seeks to develop a deeper understanding of the impacts of climate change on animals; the power dynamic between privileged human actors and the disenfranchised victims of climate change; and the intersection of animal welfare, environmentalism, food policy, and climate change. The course is organized partly as a traditional seminar and partly as a collective research endeavor to gather and analyze information on this significant and neglected topic. As part of the course experience, students work in small groups to conduct research and write a report on an underdeveloped topic concerning animals and climate change. The various sub-reports are edited into a single white paper that will be distributed to the animal welfare, environmental, food policy, and climate change advocacy communities. Paper required.



F&ES 873 01 (12782) /NELC 605

**Global Environmental History**

Harvey Weiss

TTh 9.00-10.15

The dynamic relationship between environmental and social forces from the Pleistocene glaciations to the Anthropocene

present: Pleistocene extinctions; transitions from hunting to gathering to agriculture; Old World origins of cities, states, and civilization; adaptations and collapses of Old and New World civilizations in the face of climate disasters; the destruction and reconstruction of the New World by the Old. In the foreground of each analysis are the issues of adaptation, resilience, and sustainability: what forced long-term societal changes?

F&ES 878 01 (13079)

**Climate and Society: Past to Present**

Michael Dove

Th 1.30-3.20

Seminar on the major traditions of thought—both historic and contemporary—regarding climate, climate change, and society, drawing on the social sciences and anthropology in particular. Section I, overview of the field and course. Section II, continuities from past to present: use of differences in climate to explain differences among people, differences between western and non-western intellectual traditions, and the ethnographic study of folk knowledge. Section III, impact on society of environmental change: environmental determinism in the nineteenth and twentieth centuries, attribution of historic cases of societal “collapse” to extreme climatic events, and the role of extreme events in the development of a society. Section IV, vulnerability and control: how societies cope with extreme climatic events, and how such events reflect, reveal, and reproduce socioeconomic fault lines. Section V, knowledge and its circulation: construction of knowledge of climate and its extremes, and contesting of knowledge between central and local authorities and between the global North and South. The main texts, *The Anthropology of Climate Change and Climate Cultures*, were written especially for this course. No prerequisites; graduate students may enroll with permission of the instructor. Two hours lecture/seminar.

FREN 969 01 (12604) /AFST 969/CPLT 985

**Islands, Oceans, Deserts**

Jill Jarvis

W 3.30-5.20

This seminar brings together literary and theoretical works that chart planetary relations and connections beyond the paradigm of francophonie. Comparative focus on the poetics and politics of spaces shaped by intersecting routes of colonization and forced migrations: islands (Sri Lanka, Mauritius, Martinique), oceans (Indian, Mediterranean, Atlantic), and deserts (Sahara, Sonoran).

Prerequisite: reading knowledge of French; knowledge of Arabic and Spanish invited. Conducted in English.

HIST 508 01 (12864) /CLSS 847

**Climate, Environment, and Ancient History**

Joseph Manning

F 3.30-5.20

An overview of recent work in paleoclimatology with an emphasis on new climate proxy records and how they are or can be used in historical analysis. We examine in detail several recent case studies at the nexus of climate and history. Attention is paid to critiques of recent work as well as trends in the field.



HIST 749 01 (12874) /AMST 838/HSBM 753

**Research in Twentieth-Century United States Environmental History**

Paul Sabin

T 1.30-3.20

Students conduct advanced research in primary sources and write original essays over the course of the term. Topics are particularly encouraged in twentieth-century environmental history (broadly defined, no specified geography) as well as in



U.S. history, with a focus on politics, law, and economic development. Readings and library activities inform students' research projects. Interested graduate students should contact the instructor with proposed research topics.

HIST 839 01 (11369) /AFST 839

**Environmental History of Africa**

Robert Harms

W 9.25-11.15

An examination of the interaction between people and their environment in Africa and the ways in which this interaction has affected or shaped the course of African history.

HSAR 651 01 (13860)

**Global Landscape in an Age of Empire**

Tim Barringer

W 1.30-3.20

This seminar uses Yale resources to explore the global travels of European artists in the long nineteenth century (ca. 1770–1914), the age of empire. A key focus is the resistance encountered in contact zones and spaces beyond Europe, such as the countersigns of Indigenous cultures that refuse to be accommodated within the conventions of the picturesque and sublime. The course is divided into four segments: South (the Grand Tour and Pacific exploration), North (the Picturesque in the British Isles), East (European artists traveling in the Ottoman world and Asia), and West (the Caribbean and the Americas). In each case, histories of European art are disrupted by other narratives and forms of visual resistance that may also be understood as political. Research papers are based on materials in Yale collections, with an emphasis on materials little examined in the existing historiographies.

HSAR 735 01 (13861)

**Material Literacy**

Edward Cooke

W 10.30-12.20

In the past decade, art history, history, and literary studies have taken a material turn. Much of this interdisciplinary work begins from the perspective of the viewer/user and then works toward a formal and associational "reading" of an object. Such an approach privileges vision over tactility and other senses and emphasizes the final product rather than exploring the deliberate choices taken along the way of making. This perhaps reflects an ever-increasing illiteracy about our relationship to materials and processes. This seminar offers an alternative approach, one that is process-driven. This type of inquiry begins on the inside of an object and works outward toward the final product and its context. We emphasize the choice and use of materials and analyze the tools and maneuvers chosen to manipulate the material. Issues that may arise include intensive versus extensive tool use; labor systems; seasonal or life-cycle rhythms of production; transmission of skills, motives, and impact of clients; metaphorical implications of specific materials and processes; and function and unanticipated adaptation. We discuss objects not simply as reflections of values, but as active, symbolic agents that emerge in specific contexts yet might change in form, use, or value over time. Human activity creates material culture, which in turn makes action possible while also recursively shaping and controlling action.

HSHM 701 01 (13347) /HIST 930/AMST 878

**Problems in the History of Medicine and Public Health**

John Warner

W 1.30-3.20

An examination of the variety of approaches to the social, cultural, and intellectual history of medicine, focusing on the United States. Reading and discussion of the recent scholarly literature on medical cultures, public health, and illness experiences from the early national period through the present. Topics include the role of gender, class, ethnicity, race, religion, and region in the experience of health care and sickness and in the construction of medical knowledge; the interplay between vernacular and professional understandings of the body; the role of the marketplace in shaping professional identities and patient expectations; health activism and social justice; citizenship, nationalism, and imperialism; and the visual cultures of medicine.



HSHM 716 01 (13350) /HIST 936

**Early Modern Science and Medicine**

Paola Bertucci

Th 1.30-3.20

The course focuses on recent works in the history of science and medicine in the early modern world. We discuss how interdisciplinary approaches—including economic and urban history, sociology and anthropology of science, gender studies, art and colonial history—have challenged the classic historiographical category of "the Scientific Revolution." We also discuss the avenues for research that new approaches to early modern science and medicine have opened up, placing special emphasis on the circulation of knowledge, practices of collecting, and visual and material culture.

REL 809 01 (10331)

**Loving Creation: Spirituality, Nature, and Ecological Conversion**

Janet Ruffing

Th 3.30-5.20

Areas DI (4)

This course focuses on the spiritual dimension of ecology. Spiritual thought and practice are enriched through being situated in the natural world, and scientifically based ecology is given added depth and meaning by extending the ecological field to include traditions of spiritual thought and practice. The spiritual tradition offers practices and a history of a quality of mind and heart that cultivates an awareness of the beauty and significance of the living world as well as its fragility and need for respectful care. In this course, we explore a contemplative ecology rooted in the ancient desert tradition primarily through the work of two thinkers: Douglas Burton-Christie's "Contemplative Ecology" and Denis Edwards's Trinitarian theology, which expands our sense of the ongoing involvement of God in creation and requires ecological conversion of all of us to repair the harm caused by the distorted utilitarian and individualistic ethic. Area IV.

REL 934 01 (10375)

**Ecological Ethics and Environmental Justice**

Clifton Granby

M 6.00-8.00

Areas DI (5)

This seminar examines historical sources and recent debates within environmental and ecological ethics. It gives special attention to the influence of religious and theological worldviews; practices of ethical and spiritual formation; the land ethic; environmental movements for preservation and conservation; eco-feminism and womanism; and quests for economic, global, and environmental justice. The course draws from a range of intellectual and interdisciplinary approaches, including theology, philosophy, literature, sociology, anthropology, and postcolonial studies. Questions concerning race, place, empire, gender, and power are integral to our examination of these topics. Area V.