



Blue Bayou - Vicky Lilla (2015)

Environmental Humanities Courses
Fall 2019
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 2019 semester.

[Undergraduate Courses](#)

[Graduate Courses](#)

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

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Undergraduate Courses

[AFST](#), [AMST](#), [ANTH](#), [ARCH](#), [ENGL](#), [EVST](#), [HIST](#), [HSHM](#), [HSAR](#), [LITR](#), [THST](#), [WGSS](#)

AFST 295 (13015) / ENGL 295/ LITR 461

Postcolonial Ecologies

Cajetan Iheka

TTh 11:35am-12:50pm

Areas HU, WR

This seminar examines the intersections of postcolonialism and ecocriticism as well as the tensions between these conceptual nodes, with readings drawn from across the global South. Topics of discussion include colonialism, development, resource extraction, globalization, ecological degradation, nonhuman agency, and indigenous cosmologies. The course is concerned with the narrative strategies affording the illumination of environmental ideas. We begin by engaging with the questions of postcolonial and world literature and return to these throughout the semester as we read the primary texts, drawn from Africa, the Caribbean, and Asia. We consider African ecologies in their complexity from colonial through post-colonial times. In the unit on the Caribbean, we take up the transformations of the landscape from slavery, through colonialism, and the contemporary era. Turning to Asian spaces, the seminar explores changes brought about by modernity and globalization as well as the effects on both humans and nonhumans. Readings include the writings of Zakes Mda, Aminatta Forna, Helon Habila, Derek Walcott, Jamaica Kincaid, Ishimure Michiko, and Amitav Ghosh.



AFST 327 (14280) /EP&E 327/GLBL 324/EVST 327

Human-Wildlife Conflict in Africa

Nicoli Natrass

W 3:30pm-5:20pm

This course looks at human-wildlife conflict in Africa and related attempts to conserve wildlife whilst ensuring sustainable livelihoods for people. Africa provides a lens for considering broader political economic questions about conservation, development, 'green grabbing,' and eco-tourism. The course pays particular attention to the challenges involved in enabling communities to protect and benefit from wildlife through tourism and hunting concessions.

AMST 236 (12323) /HIST 199/EVST 318/HSHM 207/F&ES 583

American Energy History

Paul Sabin

TTh 11:35am-12:25pm

Areas HU, WR

The history of energy in the United States from early hydropower and coal to present-day hydraulic fracturing, deepwater oil, wind, and solar. Topics include energy transitions and technological change; energy and democracy; environmental justice and public health; corporate power and monopoly control; electricity and popular culture; labor struggles; the global quest for oil; changing national energy policies; the climate crisis.

AMST 257 (11988)/ENGL 325

Modern Apocalyptic Narratives

James Berger

T 9:25am-11:15am

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.



AMST 258 01 (22914) /EVST 258

Wilderness in the North American Imagination

Carlos Nugent

W 1.30-3.20pm

Areas Hu

The wilderness has played pivotal roles in North American history: on the one hand, it has inspired pilgrims, pioneers, and tourists, and on the other hand, it has been a site of racism, sexism, and settler colonialism. In this course, we will learn how North Americans—including Natives, Latinxs, Blacks, Whites, and other ethno-racial groups—have reimagined and reshaped the wilderness. By engaging with literature, art, and other media, we will recover conflicting wilderness imaginaries. And by reading in ethnic studies, the environmental humanities, and other fields, we will discover how

these wilderness imaginaries have impacted human and more-than-human worlds.

AMST 335 (11992) /ER&M 320

Indigenous Geographies

Laura Barraclough

TTh 1:00pm-2:15pm

Areas HU, SO

This seminar examines the spatiality of indigenous communities, both on their own terms and in relationship to ongoing processes of settler colonialism. Focusing primarily on indigenous geographies and place-making practices in the settler United States, it explores the survivance and creativity of Native peoples in the face of persistent spatial violence. While rooted in the intellectual traditions of critical indigenous studies, we also engage scholarship from history, geography, architecture and planning, anthropology, sociology, and education. Topics include: land-based ways of knowing, relations of care, and identity/community formation; treaties, relocation, and reservation-making; ideologies and practices of property; urbanization, urban indigenous communities, and urban activism; cartography and Geographic Information Systems (GIS); movement and mobility; environmental justice hazards and activism; public memory, monuments, and place-names; the significance of borders (both national and local), especially in relationship to violence; and place-based efforts toward co-existence and solidarity in a more-than-human world.

AMST 439 (12001) /ER&M 429

Fruits of Empire

Gary Okihiro

W 1:30pm-3:20pm

Areas HU, SO

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.

ANTH 318 (14356) /SAST 308

Peril and Possibility in the South Asian City

Adeem Suhail

TTH 2:30-3:45pm

Areas SO

For the first time in human history, at some point in the last decade a majority of humankind became city dwellers. A fifth of these city-dwelling masses inhabit the massive and massifying megacities of the Indian sub-continent. Karachi, Dhaka, and Bombay frequently threaten to be the most populous urban centers on earth, and it may only be faith in the accuracy of government census data that defers this dubious honor. For while these cities are plugged into the global flows of people, ideas, things, and capital; such developments also bring with them anomie, alienation, dispossession, and depredations. Historical social conflicts born of a century of European colonialism and millennia of caste society have in some cases been mitigated, in others intensified in ways both insidious and invidious. Much ink has been spilt on contouring both the perils and possibilities attending the urbanization of the sub-continent. This course explores a ground-up view of the many ways in which the urban denizens of these bustling cities where pasts and futures collide, experience this collision. While this course draws on interdisciplinary scholarly examinations engaging the urban emergent, it focuses on the realm of experience, desire and affect germinating in the city. Students sample ethnography, art, speculative fiction, and film to map out the textures of this complex and mutating fabric. In doing so we chart the emergence and application of new ideas and cultures, practices and constraints, identities and conflicts in the contemporary urban landscapes.



world comes to grips with living in the Anthropocene.

ANTH 322 (10360) /EVST 324/SAST 306

Environmental Justice in South Asia

Chandana Anusha

T 9:25am-11:15am

Areas SO

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

ANTH 406 (11607) /PLSC 420/EVST 424

Rivers: Nature and Politics

James Scott

Th 1:30pm-3:20pm

Areas SO

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

ANTH 409 (14149) /F&ES 878/EVST 422/ER&M 394/F&ES 422

Climate and Society from Past to Present Michael Dove

Th 1:30pm-3:20pm

Areas SO

Discussion of the major currents 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.

ARCH 353 (10402) /URBN 353

Urban Field Geography

Elihu Rubin

T 1:30pm-

3:20pm Areas HU

A methods seminar in urban field geography.

Traveling on foot, students engage in on-site study of architecture, urban planning and design, cultural landscapes, and spatial patterns in the city. Learn how to "read" the urban landscape, the intersection of forces that have produced the built environment over time.



ARCH 362 (14122) /URBN 362

Urban Lab: City Making

Anthony Acciavatti Th

10:30am-1:20pm

How architects represent, analyze, construct, and speculate on critical urban conditions as distinct approaches to city making. Investigation of a case study analyzing urban morphologies and the spatial systems of a city through diverse means of representation that address historical, social, political, and environmental issues. Through maps, diagrams, collages and text, students learn to understand spatial problems and project urban interventions.



ENGL 027 (12857)

Poetry and Protest in America

Alanna Hickey

MW 2:30pm-3:45pm

Areas HU, SO

Survey of poetry's work within social movements from the 1960s to today. Readings range from the Civil Rights, Third World, and Women's Liberation movements of the 1960s, '70s, and '80s to more recent writing from Black Lives Matter, Idle No More, and climate change activists. What radical thinking does poetry make possible within activist contexts? How can we recover and engage in poetry's life off of the page and within workshops, sit-ins, public readings, or artistic collaborations? How might a longer timeline of activist work enrich our understanding of politically-informed poetic composition today?

ENGL 114 - Section 05 (13024)

Black and Indigenous Ecologies

Rasheed Tazudeen

MW 2.30-3.45

Areas WR

"Red earth, blood earth, blood brother earth" —Aimé Césaire, Notebook of a Return to My Native Land (1965)

Who gets to define the meaning of ecology, along with the earth we stand on, and how is this definition bound up with the legacies of colonial power, empire, slavery, and other forms of racialized oppression? And what new modes of ecological thought might emerge once we engage with the perspectives of indigenous peoples and communities of color—traditionally excluded from dominant environmentalist discourses—and their alternative ways of thinking and imagining a relation to the earth? Through readings in anthropology, geology, critical race studies, philosophy, literature, and poetry, this course explores the ecologies and counter-ecologies born of anti-imperial opposition, from 1492 to the present. Struggles for liberation, as we will examine, are never separable from struggles for land, food, water, air, and an earth in common. From Standing Rock to Sao Paulo, the Antilles to New Zealand, and Mauna Kea to Lagos, we will engage with anti-colonial and anti-racist attempts to craft an image of the earth no longer made in the ecocidal image of imperialist Western Man (or the anthropos of "Anthropocene"), and to imagine a future to be held and composed in common by all.

ENGL 114 - Section 07 (13405)

Human-Animal Encounters

Anna Alber

TTh 4.00-5.15.

Areas WR

How do we encounter animals in our world?

Does how we view and treat them say

something about human nature? This course

will investigate the ways in which the human

encounters itself in and through the animal

in order to better understand what it means

for us to be "truly two." By examining the

ways in which the human has been

positioned both historically and rhetorically

against its human and non-human others,

our course will shed light on contemporary

anxieties such as artificial intelligence,

technology, and the loss of authenticity. Our

sites of encounter with animals both real and

discursive center not only around physical and institutional spaces such as the zoo, the museum, the laboratory, and the cinema, but also areas of human knowledge such as biology, philosophy, literature, and film.



ENGL 114 - Section 16 (13414)

The Logistics of Climate Change

Timothy Kreiner

TTh 11.35-12.50

Areas WR

According to the most recent climate report from the UN, we need to decouple economic growth from fossil fuels by 2030 to avoid catastrophic global warming. Yet as every new pipeline and fracking site attests, economic growth as we know it depends on burning more fossil fuels, not less. Economists, scientists, theorists, engineers, activists, and lawmakers alike thus face a cascading series of dilemmas: How do we save the planet while providing everyone on it with what they need to thrive? Why is the pace of climate change quickening alongside the emergence of supposedly post-industrial economies in the developed world while the consequences of global warming fall unevenly upon developing nations? And what can we do about that pace amid growing social inequity today? This class surveys two sweeping transformations of social life in recent decades to grasp those dilemmas. Climate change, we will wager, can't be understood apart from the logistics revolution that made globalization possible: The massive freeway systems, ports, microprocessors, algorithms, mines, and container ships transporting goods and money from one corner of the globe to another. Along the way we will tarry with current debates over the Green New Deal as well as the uneven racial and gender dynamics governing who lives how in a world arranged by the logistics revolution driving climate change today.

ENGL 114 - Section 31 (13940)

The Real World of Food

Barbara Stuart

TTh 11.35-12.50

Areas WR

This section will begin with a close examination of the Farm Bill, the omnibus legislation that largely controls food and farming in this country. In spite of its reach, the Farm Bill is an almost invisible piece of legislation. (How often does the president or any politician mention food or farming?) We will discuss whether or not our food system is broken and which fixes are politically, environmentally, and economically feasible. Among the topics considered: Has industrial



agriculture failed us? What can be done about our food system's contributing to pollution, ruining our soil, and depleting our water supplies? If food in our nation is cheap and plentiful, why are so many Americans hungry? And why is it that

those who go hungry may suffer from obesity and diabetes? Should everyone in the United States have access to nutritious, affordable food? We will discuss how to effect changes in our food system that can benefit most Americans.

ENGL 114 - Section 33 (13943)

Earth, Sky, Stardust: Humans and the Cosmos

Sarah Weston

TTh 1.00-2.15

Areas WR

Are we alone in the universe? And—if we are alone—*why* are we alone? Contemplating our place in the cosmos forces us to rethink the human condition: what it means to be alive and to be with others—how we alienate each other and how we long for connection. This course explores the philosophical, ecological, political, and aesthetic valences of the cosmos. Space is a place of discovery—a site of human striving, resilience, and ingenuity—but it is also a place of isolation, disconnection, and even violence. Space is an escape. It is a frequent place of fantasy projection, as well as a “Plan B” we dream of when we are anxious about climate change and the sustainability of living on earth. But where should our priorities be in the Anthropocene—at home, or in the stars? Is space the place where the sciences and the humanities can meet? This writing seminar will help you build strong skills in researching, constructing arguments, and writing. Your final assignment will, in part, ask you to think along the lines of the *Voyager Golden Records* and pick 20-30 “artifacts” that you would send into space to encapsulate humanity.

ENGL 114 - Section 34 (13944)

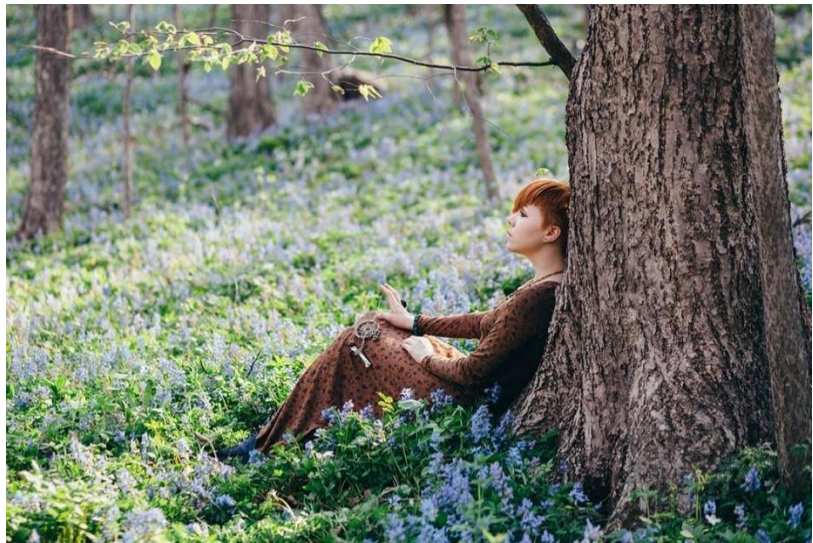
Nature and Healing

Helen Yang

MW 1.00-2.15

Areas WR, HU

What is healing about Nature? What are the things for which we seek healing? What is the “Nature” that we refer to when talking about its therapeutic qualities? In this course, we will explore these questions through an interdisciplinary approach. Nature is often held up as therapeutic and curative in our sociocultural imagination. From architectural designs of hospitals that seek to bring in elements of the natural environment, to writing about one’s walk out in the woods to capture a sense of well-being and fulfillment, the range of interconnections between health and Nature is vast. In talking about the healing qualities of Nature, we will also grapple with the definition of Nature itself, and the distinction between nature and Nature. What do we mean when we say that we go out to Nature? Does a tuft of weed growing through the cracks of the sidewalk count as Nature? How about an idyllic, rolling farmland that produces excess runoff, and was created by deforestation? What are we expecting from such encounters?



ENGL 418 (13514) /EVST 224

Writing About the Environment

Alan Burdick

W 9:25am-

11:15am Areas WR

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 459 (11334) /MB&B 459/EVST 215

Writing about Science, Medicine, and the Environment

Carl Zimmer

M 1:30pm-3:20pm

Areas WR

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.



EVST 007 (110818)

The New England Forest

Marlyse Duguid

Th 1.00-5.00

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

MW 9am-10:15am

Skills WR

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 040 (10998)

Collections of the Peabody Museum

David Skelly

TTh 11:35am-12:50pm

SC

Exploration of scientific questions through the study and analysis of objects within the Peabody Museum's collections. Formulating a research question and carrying out a project that addresses it are the core activities of the course. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.



EVST 209 (12898) / HSHM 209/HIST 465/F&ES
719, **Making Climate Knowledge** Deborah Coen

MW 11:35am-12:25pm

Areas HU

This is a course about *how* humans have come to know what we know about our impacts on the earth's climate and our vulnerability to climate change. When did humans first *know* that their actions, in the aggregate, could transform the planet? Did scientists bear responsibility to warn of these consequences? In what ways has the modern science of climate both appropriated and undermined traditional and indigenous forms of climate knowledge? Students learn to work with the methods of history of science: we analyze science as a social and material process bound to the cultural and

epistemological particularities of its historical context, and we examine the political dimensions of historical narratives about the emergence of the theory of global warming. Via hands-on experience with Yale's historical collections, students learn to analyze maps, artifacts, and instruments as historical sources. They also gain familiarity with the methods of environmental history, learning to attend to historical evidence of shifting relationships between humans and non-humans. Finally, students become more attuned to the evidence of climate change around them and more confident in their ability to make climate knowledge for themselves.

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 445J (11096) / HSHM 454/HSHM 719/HIST 917/RNST 519

Natural History in History

Paola Bertucci

W 1:30pm-3:20pm

Areas HU

The changing meaning and practice of natural history, from antiquity to the present. Topics include: technologies and epistemologies of representation, the commodification of natural specimens and bioprospecting, politics of collecting and display, colonial science and indigenous knowledge, and the emergence of ethnography and anthropology. Students work on primary sources in Yale collections.

HSHM 422 (11093) /HIST 467J

Cartography, Territory, and Identity William Rankin

M 1:30pm-3:20pm

Areas HU, WR

Exploration of how maps shape assumptions about territory, land, sovereignty, and identity. The relationship between scientific cartography and conquest, the geography of statecraft, religious cartographies, encounters between Western and non-Western cultures, and reactions to cartographic objectivity. Students make their own maps. No previous experience in cartography or graphic design required.



HSHM 406 (11089) /HIST 150J
Healthcare for the Urban Poor
Sakena Abedin

T 9:25am-11:15am 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 415 (11091) /HIST 179J
Historical Perspectives on Science and Religion

Ivano Dal Prete
T 3:30pm-5:20pm
Areas HU, WR

The engagement between science and religion from a historical standpoint and a multicultural perspective. The Islamic, Jewish, Buddhist, and Christian traditions; the roots of modern creationism; salvation expectations and the rise of modern science and technology. General knowledge of western and world history is expected.



HSAR 176 (12235) /HUMS 176
**Introduction to the History of Art:
The Politics of Representation**

Marisa Bass
TTh 11:35am-12:25pm
Areas HU

This global introductory course surveys how works of art and architecture have responded to political ideals, shaped political life, and galvanized political debate from antiquity to the present. We consider the relation between visual representation and political representation, addressing how artists and architects have responded to the demands of democracy, empire, war, and revolution, and how individuals and communities have reacted with and against the works that they produced. Topics span from propaganda to public monuments,

icons to iconoclasm, civic buildings to border walls, and from the politics of display to political censorship. Ranging from painting, sculpture, prints, and photography to architecture, landscape design, and military fortification, this course aims to de-center 'western' notions of artistic achievement in its multi-media and transnational scope. Lectures and assignments emphasize close looking and close reading, skills which are essential to making us better viewers and citizens. Open to all, including those with no prior background in art history. Sections will include visits to collections and sites across Yale campus.

HSAR 410 (11991) / AMST 332

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

Bryan Wolf

W 1:30pm-3:20pm

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 455 (12247)

Conceptualization of Space

Craig Buckley

Th 9:25am-11:15am

Area HU

Introduction to the discipline of architecture through the elusive concept of space. This course traces key shifts in the conceptualization of space in aesthetics and architectural theory from the eighteenth century through to the present.

HSAR 326 (10400) /ARCH 260

History of Architecture I: Antiquity to the Baroque

Kyle Dugdale

TTh 10:30am-11:20am

Areas HU

The first half of a two-term sequence in the history of architecture. Architecture and urbanism from ancient Egypt through Greek and Roman classical traditions to the Enlightenment. The formal expression—organizational, structural, and ornamental—and social context of specific buildings and urban areas. Architecture as a form of social expression that builds on its own stylistic development, articulating a response to changes in history and culture. Emphasis on Western architecture, with selections from other parts of the world.



LITR 306 (12303) /RUSS 776/CPLT 841/RUSS 327/FILM 409/RSEE 327

The Danube in Literature and Film

Marijeta Bozovic

TTh 2:30pm-3:45pm

Areas HU, WR

The Danube River in the film, art, and literature of various Danubian cultural traditions, from the late nineteenth century to the present. Geography and history of the region that includes the river's shores and watershed; physical, historical, and metaphoric uses of the Danube; the region as a contested multilingual, multicultural, and multinational space, and as a quintessential site of cross-cultural engagement. Readings and discussion in English.

THST 427 01 (11959) /AMST 349

Technologies of Movement Research

Emily Coates

T 10.30-12.20

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.

WGSS 260 (11965)

Food, Identity and Desire

Maria Trumpler

Th 9:25am-11:15am

Exploration of how food—ingredients, cooking practices, and appetites—can intersect with gender, ethnicity, class, and national origin to produce profound experiences of identity and desire. Sources include memoir, cookbooks, movies, and fiction.



Graduate Courses

[AFST](#), [AMST](#), [ANTH](#), [ARCH](#), [ART](#), [CLSS](#), [F&ES](#), [GMAN](#), [HIST](#), [REL](#)

AFST 839 (11143) /HIST 839

Environmental History of Africa

Robert Harms

W 9:25am-11:15am

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.



AMST 716 (13761) /ANTH 769/ARCH 769/HSAR 716

Landscapes of Meaning: Museums and Their Objects

Anne Underhill

Th 1:30pm-3:20pm

This seminar explores how museums convey various meanings about ethnographic, art, and archaeological objects through the processes of collecting, preparing exhibitions, and conducting research. Participants also discuss broader theoretical and methodological issues such as the roles of museums in society, relationships with source communities, management of cultural heritage, and various specializations valuable for

careers in art, natural history, anthropology, history, and other museums.

AMST 878 (11108) /HSHM 701/HIST 930

Problems in the History of Medicine and Public Health

John Warner

W 1.30-3.20pm

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.

ANTH 541 01 (13459) /F&ES 836/HIST 965/PLSC 779

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. ANTH 581 (14146) /F&ES 520

Society and Environment: Introduction to Theory and Method

Michael Dove

M 9am-11:50am

An introductory graduate core course on the scope of social scientific contributions to environmental and natural resource issues. Section I presents an overview of the field and course. Section II deals with the way that environmental problems are initially framed. Case studies focus on placing problems in their wider political context, new approaches to uncertainty and failure, and the importance of how the analytical boundaries to resource systems are drawn. Section III focuses on questions of method, including the dynamics of working within development projects, and the art of rapid appraisal and short-term consultancies. Section IV is concerned with local peoples and the environment, with case studies addressing myths of tropical forest use and abuse development discourse, and with the question of indigenous peoples and knowledge.



ANTH 963 (12607) /HIST 963/HSAR
841/HSHM 691

Topics in the Environmental

Humanities Paul Sabin and Tomo

Sugimoto W 5:30pm-7:20pm

This is the required workshop for the Graduate Certificate in Environmental Humanities. The workshop meets six times per term to explore concepts, methods, and pedagogy in the environmental humanities, and to share student and faculty research. Each student pursuing the Graduate Certificate in Environmental Humanities must complete both a fall term and a spring term of the workshop, but the two terms of student participation need not be consecutive. The fall term each year emphasizes key concepts and major intellectual currents. The spring term each year emphasizes pedagogy, methods, and public practice. Specific topics vary each year. Students who have previously enrolled in the course may audit the course in a subsequent year.



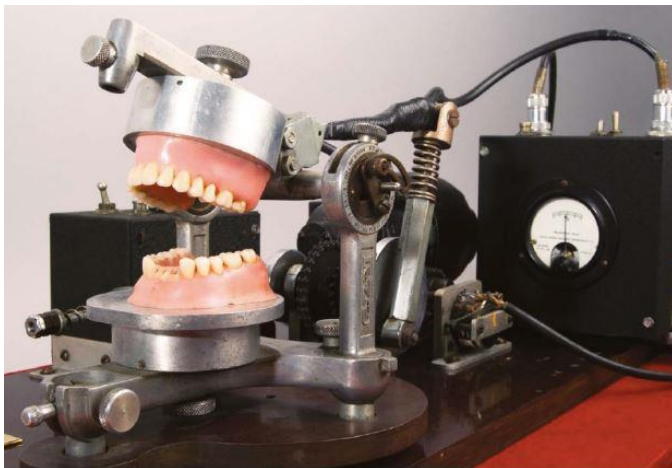
ARCH 3280 (10201)

Medium Design

Keller Easterling

Th 11:00am-1:00pm

While usually focused on designing buildings, designers might also design the medium in which those buildings are suspended. Considering ground instead of figure or field instead of object, medium design inverts some dominant cultural logics about problem solving and offers additional aesthetic pleasures and political capacities. Medium is assessed for latent properties that unfold over time and territory, propensities within a context, potentials in relative position, or the agency in arrangement, and like an operating system or a growth medium, it decides what will live or die. In this matrix of activity where it is easier to detect, discrepancy, latency, temperament and indeterminacy, right answers are less important than unfolding or branching sequences of response. Benefitting from an artistic curiosity about reagents and spatial mixtures or spatial wiring, medium design suggests different organs of design or different ways to register the design imagination. Beyond buildings, master plans, declarations, laws, or standards, it deploys multipliers, switches or time released organs of interplay like bargains, chain reactions, ratchets. While not dominant, this habit of mind is ever-present in many disciplines and leads to readings that include: Gilbert Ryle, Michael Polanyi, Michel Foucault, Giorgio Agamben, Gilles Deleuze, J.J. Gibson, Gregory Bateson, Stephen Mumford, Vilem Flusser, Bruno Latour, Jane Bennett, Caroline Levine, Harold Innis, Jacques Rancière, and John Durham Peters. An in-class presentation and final paper complete the requirements of the course. Limited enrollment.



ARCH 4224 (10235)

Out of Date: Expired Patents

Anthony Acciavatti

W 11:00am-12:50pm

What if the U.S. Army Corps of Engineers had developed "soft infrastructures" and "living systems" for dealing with the changing flows of the Mississippi in and around New Orleans? What if Henry Ford had used soy protein for automotive parts and synthetic meats in the 1940s? Or what if South Asian nation states had adopted the Ganges Water Machine model in the 1970s to address critical water shortages in urban areas? What do these three, seemingly disparate examples all have in common? Each is based on a patent or series of patents that were never adopted for one reason or another. These are just a few of the questions that animate this course. Historians ask the

why and the how, but they are rarely trained to visualize what a city, a meal, or a landscape might have looked like had a particular technology or living system been adopted. Rather than shy away from such counterfactuals, we will explore and seek to visualize these historical what-ifs by taking a comparative, global perspective on the history of patents as visual and textual artifacts. No prior knowledge of the history of science and technology or architecture is required to enroll in this course.

ART 516 00 (12684)

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.



CLSS 819 (12912)

Ecocultures of Antiquity: Studies in the Ecocriticism of Ancient Greece and Rome

Kirk Freudenburg

M 1:30pm-3:20pm

This seminar examines how the Greeks and Romans exploited their natural surroundings not only as physical resources, but also as resources for human thought. The focus is on how ancient thinkers, living lives that were largely city-bound and detached from nature, structured their thoughts about the lives they lived (and about human existence more generally) by reference to their nonhuman surroundings: creatures, plants, and places, some of which existed in the real world (in places far off, largely unknown and elsewhere; in places penetrated, explored, and/or told of), others of which existed entirely in the imagination, whether as inherited lore, or as places and creatures invented *ad hoc* by

individuals and groups to get certain kinds of cultural work done. We look not only at the how and what, but at the why of nature’s encoding via culture, and vice versa (their symbiosis), paying special attention to ancient Rome (though with a short first glance at Homer, Hesiod, and Aristotle). We begin by scrutinizing the categories themselves, attempting to find historically appropriate ways to connect modern ecocritical concerns and ways of thought to the ancient world. The readings are highly varied, ranging from cosmological lore, histories, treatises on politics, natural history, agriculture, medicines, and diet (Hesiod, Aristotle, Livy, the Elder Pliny, Celsus, Cato, and Columella) to poems on human work (in the fields of war and on farms), rivers, wine, banquets, bees, and flowers (Homer, Virgil, Horace, Martial, Statius, Juvenal). Among the main topics explored are: the cosmos, the heavens, and the first humans (and first peoples in their places); humans in their “kinds,” and animals wild and tame; mountains, rivers, the sea, and the undersea; human and animal foods, farming, and food ways; wine and fermentation; groves, forests, and trees; gardens, flowers, vegetables, and fungi; birds, fish, weasels, and snakes; earthquakes, floods, and natural disasters; pollution, dirt, and the city of Rome; the ecocultural lives of others.

F&ES 878 (14151) /ANTH 409 /EVST 422/ER&M 394/F&ES 422

Climate and Society from Past to Present

Michael Dove

Th 1:30pm-3:20pm

Areas SO

Discussion of the major currents 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.



F&ES 522 (13531)

Topics in Community Engagement

Amity Doolittle

TTh 4pm-5:20pm

This basic knowledge course is designed to introduce students to a range of sociocultural and political factors that drive the actions of individuals and communities surrounding natural resource management. In Part 1, Introduction to Social Science and Conservation, we explore basic questions such as: What is knowledge? What is nature? Students are introduced to the many disciplines that intersect environmental problems, and specific attention is placed on the field of political ecology. In Part 2, Justice and Indigenous Peoples, we learn the basic concepts of "justice" and discuss the ways in which climate change can

be seen as a justice issue. We also explore the thorny issues of integrating local knowledge with scientific knowledge. In Part 3, Environmental Governance, we explore the role of the state and markets in shaping natural resource use. Concepts like property rights, the commons, and decentralization are introduced. Finally, in Part 4, Pulling It Together: Working with Communities, we discuss basic approaches to community-based, participatory research and how to integrate culture and livelihoods into conservation.

F&ES 619 (13648)

Ethics and Ecology

Stephan Latham

TTH 10:30am-11:50am

This is a philosophical introduction to environmental ethics. The course introduces students to the basic contours of the field of environmental ethics and to a small number of special topics and special philosophical problems within that field. No philosophical background is required or expected.



F&ES 646 (13846)

Foundations of Agriculture and Environment

Stephen Wood

T 1pm-3:50pm

Agricultural systems have a profound impact on the environment, but also depend on environmental processes—such as climate and nutrient cycling—for continued productivity. Because of this two-way relationship, there has been a growing integration of environmental and agricultural sciences over the past several decades with growing recognition that designing and implementing agricultural systems that minimize environmental harm and

benefit people is necessary to sustainable development. This course provides foundational knowledge of how agricultural and environmental systems are linked. The goal is to provide theoretical understanding of the important environmental and human processes, as well as practical experience interpreting these processes and applying them to real-world scenarios.

F&ES 719 (13717) /EVST 209/HSHM
209/HIST 465

Making Climate Knowledge

Deborah Coen
MW 11:35am-12:25pm
Areas HU

This is a course about *how* humans have come to know what we know about our impacts on the earth's climate and our vulnerability to climate change. When did humans first *know* that their actions, in the aggregate, could transform the planet? Did scientists bear responsibility to warn of these consequences? In what ways has the modern science of climate both appropriated and undermined traditional and indigenous forms of climate knowledge? Students learn to work with the methods of history of science: we analyze science as a social and material process bound to the cultural and epistemological particularities of its historical context, and we examine the political dimensions of historical narratives about the emergence of the theory of global warming. Via hands-on experience with Yale's historical collections, students learn to analyze maps, artifacts, and instruments as historical sources. They also gain familiarity with the methods of environmental history, learning to attend to historical evidence of shifting relationships between humans and non-humans. Finally, students become more attuned to the evidence of climate change around them and more confident in their ability to make climate knowledge for themselves.



F&ES 750 (13724) Writing the World

Verlyn Klinkenborg
T 2:30pm-5:20pm

This is a practical writing course meant to develop the student's skills as a writer. But its real subject is perception and the writer's authority—the relationship between what you notice in the world around you and what, culturally speaking, you are allowed to notice. What you write during the term is driven entirely by your own interest and attention. How you write is the question at hand. We explore the overlapping habitats of language—present and past—and the natural environment. And, to a lesser extent, we explore the character of persuasion in environmental themes. Every member of the class writes

every week, and we all read what everyone writes every week. It makes no difference whether you are a would-be journalist, scientist, environmental advocate, or policy maker. The goal is to rework your writing and sharpen your perceptions, both sensory and intellectual. Enrollment limited to fifteen.

F&ES 980

Social Justice in the Global Food System Capstone

Kristin Reynolds
Th 1pm-3:50pm

This course explores social justice dimensions of today's globalized food system, considering justice in terms of sociopolitical and environmental dynamics. We connect theory and practice through work with community-based organizations working at the nexus of food, agriculture, and social justice. The capstone project work is grounded in food and social justice concepts examined through course materials and seminar discussions. We examine how governmental environmental strategies affect social equity in the food system at multiple scales. We discuss how land grabbing or food insecurity is 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—in urban and rural settings. We examine and debate concepts and practices including food sovereignty, agroecology, black agrarianism, and the right to food used to advance positive change. Through the capstone project, students have the opportunity to deepen learning and contribute to the work of community groups forging pathways for equity and justice in the food system, particularly among communities historically marginalized from mainstream economies and policy making. Project work includes meetings with organizational leaders to understand context and co-develop appropriate project approaches. Students work in groups to conduct in-depth research and analysis, and engage in additional professional and educational activities connected to the project. Student groups prepare a final presentation and report to be shared with the partner

organizations. The course provides opportunities to develop competencies in analyzing global food system phenomena through social justice frameworks, and working within diverse settings on food and social justice issues, as practice for management, policy making, and other professional roles.

GMAN 603 (13619) /LITR 330/GMAN 227/PHIL 402/CPLT 699/PHIL 602

Heidegger's Being and Time

Martin Hagglund

MW 11:35am-12:50pm

Areas HU

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

HIST 791 (11135)

Cities of Empire

Paul Kennedy and Jay Gitlin

T 1:30pm-3:20pm

A study of the relationship between imperialism and urbanism from the early modern period to the twentieth century. Topics include Roman medieval precedents; the uses and meanings of walls; merchant colonies and Latin Quarters; modernist urban planning and the International Style in Africa and the Middle East; comparative metro system in Paris, Algiers, and Montreal; decolonization and imperial nostalgia. Cities to be discussed include Delhi/New Delhi, New Orleans, Dublin, Cape Town, Tel Aviv, Addis Ababa, and many others.

HIST 913 (11111)

Geography and History

William Rankin

W 9:25am-11:15am

A research seminar focused on methodological questions of geography and geographic analysis in historical scholarship. We consider approaches ranging from the Annales School of the early twentieth century to contemporary research in environmental history, history of science, urban history, and more. We also explore interdisciplinary work in social theory, historical geography, and anthropology and grapple with the promise (and drawbacks) of GIS. Students may write their research papers on any time period or geographic region, and no previous experience with geography or GIS is necessary. Open to undergraduates with permission of the instructor.

HIST 949 (11105) /HSHM 656/HSAR 832

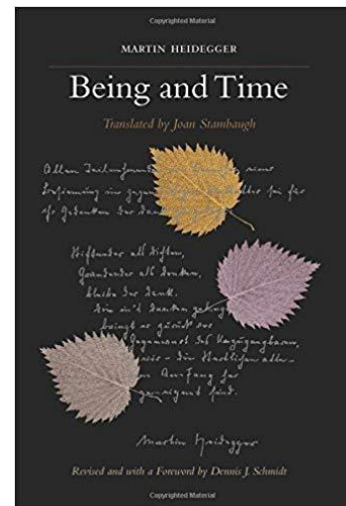
Photography and the Sciences

Chitra Ramalingam

Th 1:30pm-3:20pm

Does photography belong in the history of art, or does its status as an "automatic" or "scientific" recording technique and its many uses in the sciences distinguish its history from that of earlier visual media? How does photography look when we approach it from the cultural history of science? How might its role in the sciences have shaped photographic aesthetics in the arts? This course examines the making of photography's discursive identity as an experimental and evidentiary medium in the sciences, from its announcement to the public in 1839 to the digital innovations of the present day. We take

a historical and archival perspective on uses for (and debates over) photography in different fields of the natural and human sciences, grounded in visits to photographic collections at Yale.



REL 610 (10259)

Worship, Cosmos, Creation

Teresa Berger

F 1:30pm-3:20pm

This course explores the manifold intersections between practices of Christian worship and understandings of creation and cosmos. The specific intersections highlighted during the term include biblical, historical, visual, and musical materials as well as contemporary theological and pastoral reflections on practices of worship. The course seeks to engage the many voices of a "green" Christian faith that have emerged among scholars and practitioners of worship during a time of unprecedented attention to ecological and cosmological concerns. Area II.

REL 759 (10269)

Land, Ecology, and Religion in U.S. History

Tisa Wenger

T 1:30pm-3:20pm

This course explores the varied intersections between land, ecology, and religion in U.S. history and situates American religion within a broader history of the Anthropocene. How have religious ideologies and institutions worked to shape American spaces, places, and landscapes? In an age of accelerating ecological crisis, how have diverse religious groups interacted with, participated in, or reacted against the environmental movement? How have race, gender, settler colonialism, and other intersectional social formations shaped these histories? How are the social formations we call religions implicated in and reinvented by the climactic transformations of the Anthropocene? Area III.



REL 934 (10227)

Ecological Ethics and Environmental Justice

Clifton Granby

M 6pm-8pm

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.