



[Dawit L. Petros - \*Untitled \(Epilogue IV\)\*, Nefasit, Eritrea \(2019\)](#)

**Environmental Humanities Courses  
Fall 2022  
Yale University**

***PRELIMINARY GUIDE***

## **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 Program 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 2022 semester.

### [Undergraduate Courses](#)

### [Graduate Courses](#)

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# Undergraduate Courses

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AFAM 284 (10971) / AMST 282 / ENGL 414 / ER&M 284

## **Black Life and the Human/Body**

Cera Smith

W 3:30-5:20pm

Areas HU

African American activists have long demanded equal rights by asserting the humanity of Black people. These activists have rejected their racist treatment as animals and property by championing the qualities ascribed to Western Man. More recently, however, scholars have questioned whether claims to humanity really result in freedom and justice for all Black people. They ask, "Does mobilizing humanity as a strategy for recognition and respect benefit Black non-men, disabled people, or the working class? What impact does this assertion of humanity have on our species' relationship to other living beings and our environments? Ultimately, are all people allowed to be 'human?'" In this course, we evaluate the category of the "human" by studying the challenge that the U.S. Black past and present pose to the category's assumed neutrality. We attend to how Black peoples' bodily experiences confirm, deny, and complicate humanness. We read poetry, short fiction, novels, and creative nonfiction to investigate what it means to live a Black life. Analyzing historical, social scientific, legal, and theoretical texts alongside literature helps us explore the debates over the power dynamics that underlie claims to humanity. Through writing and in-class discussions, we explore the relationship between race, species, and political strategy.

AFAM 459 (10771) / ER&M 402 / AMST 479

## **The Displaced: Migrant and Refugee Narratives of the 20th and 21st Centuries**

Leah Mirakhor

W 9:25am-11:15am

Areas HU

This course examines a series of transnational literary texts and films that illuminate how the displaced—migrants, exiles, and refugees— remake home away from their native countries. The twentieth and twenty-first centuries have produced massive displacements due to wars, genocides, racial, ethnic and religious conflicts, economic and climate change, among other factors. Our course focuses on several texts that explore questions of home, nation, and self in the context of specific historical events such as the Holocaust, civil rights movements in the U.S., internment, the Indian partition, African decolonization, and Middle Eastern/Arab ethno-religious conflicts and wars. We examine these events alongside the shifting legal and political policies and categories related to asylum, humanitarian parole, refugee, and illegal alien status. Exploring themes such as nostalgia, longing, trauma, and memory, we look at the possibilities and limitations of creating, contesting, and imagining home in the diaspora. Our objective is to debate and develop the ethical, political, geographic, and imaginative articulations of home in an era of mass displacements and geo-political crises. We examine how notions of home are imagined alongside and against categories of race, gender, and sexuality.

AFST 368 (10398) / HIST 366J / EVST 369

## **Commodities of Colonialism in Africa**

Robert Harms

W 1:30-3:20pm

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 385 (12938) / EP&E 350 / HIST 391J / HLTH 385 / PLSC 429

## **Pandemics in Africa: From the Spanish Influenza to Covid-19**

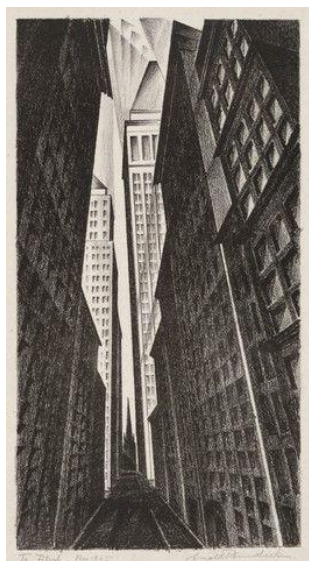
Jonny Steinberg

Th 3:30-5:20pm



#### Areas SO

The overarching aim of the course is to understand the unfolding Covid-19 pandemic in Africa in the context of a century of pandemics, their political and administrative management, the responses of ordinary people, and the lasting changes they wrought. The first eight meetings examine some of the best social science-literature on 20th-century African pandemics before Covid-19. From the Spanish Influenza to cholera to AIDS, to the misdiagnosis of yaws as syphilis, and tuberculosis as hereditary, the social-science literature can be assembled to ask a host of vital questions in political theory: on the limits of coercion, on the connection between political power and scientific expertise, between pandemic disease and political legitimacy, and pervasively, across all modern African epidemics, between infection and the politics of race. The remaining four meetings look at Covid-19. We chronicle the evolving responses of policymakers, scholars, religious leaders, opposition figures, and, to the extent that we can, ordinary people. The idea is to assemble sufficient information to facilitate a real-time study of thinking and deciding in times of radical uncertainty and to examine, too, the consequences of decisions on the course of events. There are of course so many moving parts: health systems, international political economy, finance, policing, and more. We also bring guests into the classroom, among them frontline actors in the current pandemic as well as veterans of previous pandemics well placed to share provisional comparative thinking. This last dimension is especially emphasized: the current period, studied in the light of a century of epidemic disease, affording us the opportunity to see path dependencies and novelties, the old and the new.



AMST 197 (11016) / ARCH 280 / HSAR 219 / URBN 280

#### **American Architecture and Urbanism**

Elihu Rubin

TTh 11:35am-12:25pm

Areas HU

Introduction to the study of buildings, architects, architectural styles, and urban landscapes, viewed in their economic, political, social, and cultural contexts, from precolonial times to the present. Topics include: public and private investment in the built environment; the history of housing in America; the organization of architectural practice; race, gender, ethnicity and the right to the city; the social and political nature of city building; and the transnational nature of American architecture.

AMST 425 (10235) / ENGL 283 / EVST 430

#### **American Culture and the Rise of the Environment**

Michael Warner

MW 11:35am-12:50pm

Areas HU, WR

U.S. literature from the late eighteenth century to the Civil War explored in the context of climate change. Development of the modern concept of the environment; the formation and legacy of key ideas in environmentalism; effects of industrialization and national expansion; utopian and dystopian visions of the future.

AMST 439 (10062) / ER&M 439

#### **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 294 (12226) / ARCG 294

#### **The Ancient Maya**

Oswaldi Chinchilla Mazariegos

TTh 11:35am-12:50pm

Areas SO

Introduction to the archaeological study of ancient Maya civilization in southern Mexico and northern Central America. Maya origins and modes of adaptation to a tropical forest environment; political history of the Classic Maya and competing theories about their collapse; overviews of Maya art, calendar, and writing.

ANTH 409 (12021) / EVST 422 / ER&M 394 / FE&S 422 / GLBL 394

#### **Climate and Society: Perspectives from the Social Sciences and Humanities**

Michael Dove

Th 1:30pm-3:20pm

Areas SO, WR

Discussion of the major currents of thought regarding climate and climate change; focusing on equity, collapse, folk

knowledge, historic and contemporary visions, western and non-western perspectives, drawing on the social sciences and humanities.

ARCH 006 (10789)

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

Michael Schlabs

TBA

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 art and architecture in their broader urban, social, cultural, political, intellectual, and aesthetic contexts. It explores issues of social justice as they relate to the material spaces of the modern city, and the manner in which those spaces are identified, codified, and made operative in service of aesthetic, social, and political experience.

ARCH 327 (11056) / URBN 327

**Difference and the City**

Justin Moore

TBA

Four hundred and odd years after colonialism and racial capitalism brought twenty and odd people from Africa to the dispossessed indigenous land that would become the United States, the structures and systems that generate inequality and white supremacy persist. Our cities and their socioeconomic and built environments continue to exemplify difference. From housing and health to mobility and monuments, cities small and large, north and south, continue to demonstrate intractable disparities. The disparate impacts made apparent by the COVID-19 pandemic and the reinvigorated and global Black Lives Matter movement demanding change are remarkable. Change, of course, is another essential indicator of difference in urban environments, exemplified by the phenomena of disinvestment or gentrification. This course explores how issues like climate change and growing income inequality intersect with politics, culture, gender equality, immigration and migration, technology, and other considerations and forms of disruption.



ARCH 345 (11066) / URBN 345

**Civic Art: Introduction to Urban Design**

Alan Plattus

TBA

Areas HU

Introduction to the history, analysis, and design of the urban landscape. Principles, processes, and contemporary theories of urban design; relationships between individual buildings, groups of buildings, and their larger physical and cultural contexts. Case studies from New Haven and other world cities.

ARCH 360 (11084) / URBN 360

**Urban Lab: An Urban World**

Joyce Hsiang

MW 1:30-3:20pm

Areas HU

Understanding the urban environment through methods of research, spatial analysis, and diverse means of representation that address historical, social, political, and environmental issues that consider design at the scale of the entire world. Through timelines, maps, diagrams, collages and film, students frame a unique spatial problem and speculate on urbanization at the global scale.

ARCH 363 (11116) / URBN 363

**Urban Lab: Stories and Counterstories**

Anne Barrett

T 12pm-3pm

How do our constructed environments embody, maintain, and/or intensify dominant power structures and embedded biases, and how might we uncover fuller and more heterogeneous—if possibly discordant or uneasy—understandings of place? This is a multidisciplinary design-research seminar in which students learn and utilize visual methods of research and analysis to interrogate, exhume, examine, record, represent, and speculatively re-frame the social, political, architectural, ecological, economic, infrastructural, and material stories of place. We consider urban, suburban, and rural environments at multiple scales, from street names to planning resolutions, as we explore both visible and invisible spatial characteristics. Students select and work on their own research site, and respond to assignments organized around four conceptual themes/representational techniques (Monuments/Mappings; Spaces/Collage; Characters/Diagramming; Boundaries/Section). Work evolves cumulatively over the semester to produce the final project: a “visual anthology” of student sites.



CSTC 370 (11487)

**Technological Innovation and the Future of the American City**

Jonny Dach, Nate Loewentheil

Th 1:30-3:20pm

Technological innovation shapes the growth of cities and the lives of their inhabitants. This course examines historical technologies that were profoundly revolutionary at their time, such as the electric light and the automobile; the demands those technologies created for new kinds of infrastructure, like our electric grid and national highway system; and how that infrastructure in turn created new forms of urban development. We focus on archetypal U.S. cities whose most significant periods of growth corresponded to different technological innovations: New York City, Chicago, Boston, Los Angeles, and Phoenix. With that history in mind, the second part of the course explores how emerging technologies like ride hailing, electric scooters, drones, autonomous vehicles, flying cars, and smart infrastructure will impact our urban future.

CSBK 370 (12663)

**Writing Portraits of Places**

Donald Barkin

W 1:30-3:20pm

Certain places stay with you. Writing about them is a way to keep the spell alive—a sort of souvenir or charm. But it's also a way to look into the meaning of that enchantment. Your way of describing a place tells you about your deeper nature—your dreams, your wounds, and your values. Students visit places in their lives, grand and grubby, and develop a range of skills for writing about them.

EDST 263 (12544)

**Place, Race, and Memory in Schools**

Errol Saunders

W 3:30pm-5:20pm

Areas SO

In the wake of the Black Lives Matter movement and widespread, multiracial protests calling for racial justice across the United States, there is a renewed interest in the roles that schools play in perpetuating racial disparities in American society and the opportunities that education writ large might provide for remedying them. As places, schools both shape and are profoundly shaped by the built environment and the everyday experiences of the people that interact with them. Teachers, administrators, students, and parents are impacted by the racialized memories to explain the past, justify the present, and to move them to action for the future. These individual and collective memories of who and where they are, and the traumas, successes, failures, and accomplishments that they have with regard to school and education are essential to understanding how schools and school reforms work. Grounded in four different geographies, this course examines how the interrelationships of place, race, and memory are implicated in reforms of preK-12 schools in the United States. The course uses an interdisciplinary approach to study these phenomena, borrowing from commensurate frameworks in sociology, anthropology, political science, and memory studies with the goal of examining multiple angles and perspectives on a given issue.

ENGL 114 – Section 03 (11503)

**Home**

Felisa Baynes-Ross

MW 2:30pm-3:45pm

Areas WR

Where do you call home? Is your sense of home fixed to specific places, persons, languages, or memories? Must the idea of home always suggest rootedness? What does it mean to feel at home? In this course, we examine the affective responses elicited by various notions of home, from feelings of nostalgia and familiarity to estrangement, and we consider the ways in which generic and particular spaces enable or constrain individual agency and constitute our relation to others. Unsettling the easy boundary between the private and the public, we will seek to understand what various imaginings of home reveal about our collective and individual desires and anxieties, and we will examine the social and political forces at play in the making of home. Drawing from multiple disciplines and different modes of argument including essays, poetry, song, and film, we will study how home overlaps with spirituality, language politics, hierarchies of gender and labor, and educational opportunities, and how climate crises, pandemics, global economies, and immigration policies impact home. As we examine the debates and contests over space, we will think about who has the right to belong where and what it means—for instance—to belong at Yale. Informed by various theories and poetics of home, at the end of the course, we will revisit the places that make us.



ENGL 114 – Section 05 (11505)

**The Politics of Food**

Max Chaoulideer

MW 4pm-5:15pm

Areas WR

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. [Specific description forthcoming.]

ENGL 248 (10478) / HUMS 430 / PHIL 361 / LITR 483 / HSHM 476

**Thought Experiments: Connecting Literature, Philosophy, and the Natural Sciences**

Paul Grimstad

TTh 2:30pm-3:45pm

Areas HU, WR

The course looks closely at the intersection of literature, philosophy and natural science through the lens of the thought experiment. Do thought experiments yield new knowledge about the world? What role does narrative or scene setting play in thought experiments? Can works of literary fiction or films function as thought experiments? Readings take up topics such as personal identity, artificial intelligence, meaning and intentionality, free will, time travel, the riddle of induction, "trolley problems" in ethics and the hard problem of consciousness. Authors may include Mary Shelley, Plato, Albert Einstein, Franz Kafka, H.G. Wells, Rene Descartes, Kazuo Ishiguro, Rivka Galchen, Alan Turing, Hilary Putnam, as well as films (*The Imitation Game*) and television shows (*Black Mirror*).

ENGL 418 (12019) /EVST 224

**Writing About the Environment**

Alan Burdick

T 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.

EVST 040 (12009)

**Collections of the Peabody**

David Skelly

TTh 11:35am-12:50pm

Areas 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.



EVST 123 (12952)

**You, Your Planet, and A Sustainable Future**

Aaron Dollar

TTh 1-2:15pm

Areas SC

This course attempts to give a holistic view of the major inter-relationships between humans and our planet, along with an examination of options for paths to a future that is more sustainable. It seeks to be personal and practical where possible, with a strong focus on ways that individuals can make a difference in their daily lives to the pressing issues around the climate and biodiversity crises. We examine concepts primarily through simple, fundamental physical principles which help to "see the forest for the trees" without getting bogged down by complex details.

EVST 212 (11914) / PLSC 212 / EP&E 390

**Democracy and Sustainability**

Michael Fotos

Th 9:25am-11:15am

Areas SO, WR

Democracy, liberty, and the sustainable use of natural resources. Concepts include institutional analysis, democratic consent, property rights, market failure, and common pool resources. Topics of policy substance are related to human use of the environment and to U.S. and global political institutions

EVST 350 (12014)

**Writing the World**

Verlyn Klinkenborg

T 2:30-5:20pm

Areas WR

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.

HIST 036 (10357)

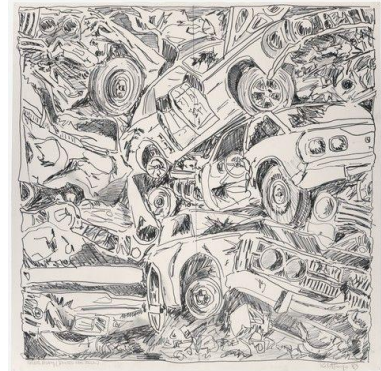
**Utopia and Dystopia: From Classic Times to the Present in Western Culture**

Maria Jordan

TTh 1-2:15pm

Areas HU, WR

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.



HIST 104J (10359)

**Climate and Environment in America, 1500-1870**

Mark Peterson

M 1:30-3:20pm

Areas HU, WR

This seminar introduces students to the broad range of historical scholarship on climate and environmental conditions and change in North America and the Caribbean from the 15th to the 19th century. Its focus is on the dramatic changes brought about by the encounters among Indigenous, European, and African peoples in this period, the influence of climate and climate change on these encounters, and the environmental transformations brought about by European colonization and conquest and the creation of new economies and polities (including chattel slavery). The course provides a foundation for understanding modern American and global climate and environmental issues. It also introduces students to the wide-ranging opportunities for research and scholarly writing in this field.

HIST 108J (13417)

**Infrastructure and Ecosystems in Modern US History: Toward a Green New Deal**

Taylor Rose

W 1:30-3:20pm

Areas HU

This course covers United States history from the colonial period to the present through the lens of infrastructure and the environment. Settlement, development, and maintenance of large technical systems which undergird the U.S. political economy and utilize natural resources. Topics include the foundations of territory and property law; the advent of the Post Office; enslaved labor and plantation agriculture; energy production, distribution, and consumption; issues related to nutrition and public health; and the rise of the surveillance state alongside U.S. global imperialism.

HIST 130J (10067) / AMST 441 / ER&M 370

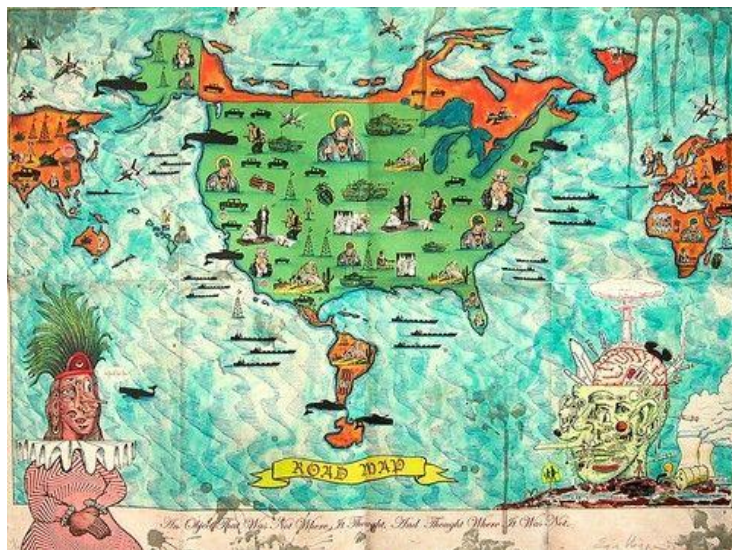
**Indians and the Spanish Borderlands**

Ned Blackhawk

W 9:25-11:15am

Areas HU, WR

The experiences of Native Americans during centuries of relations with North America's first imperial power, Spain. The history and long-term legacies of Spanish colonialism from Florida to California.



HIST 150J (10046) / HSHM 406

**Healthcare for the Urban Poor**

Sakena Abedin

T 9:25-11:25am

Areas HU, WR

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.



HIST 224J (10860) / GLBL 224

**Empires and Imperialism Since 1840**

Arne Westad  
Th 3:30-5:20pm  
Areas HU, WR

Empire has been a main form of state structure throughout much of human history. Many of the key challenges the world faces today have their origins in imperial structures and policies, from wars and terror to racism and environmental destruction. This seminar looks at the transformation empires and imperialisms went through from the middle part of the nineteenth century and up to today. Our discussions center on how and why imperialisms moved from strategies of territorial occupation and raw exploitation, the "smash and grab" version of empire, and on to policies of racial hierarchies, social control and reform, and colonial concepts of civilizational progress, many of which are still with us today. The seminar also covers anti-colonial resistance, revolutionary organizations and ideas, and processes of decolonization.

HIST 225J (10372)

**Perfect Worlds? Utopia and Dystopia in Western Cultures**

Maria Jordan  
T 9:25am-11:15am  
Areas HU, WR

This course explores the history of utopia and the ways in which societies at different times defined and conceived alternative or ideal worlds. It explores the relationship between real historical conditions and the models of utopia that were elaborated. By examining classic texts like Plato and Thomas More, as well as fictional accounts, students discuss the relationship between utopias and dystopias. The course also discusses how the crises of the last century, with WWII, the fall of the Soviet Union, and the difficulties of global capitalism provoked what some people now consider to be a crisis of utopian thought or, a moment of a redefinition of utopias as more pragmatic, inclusive, and egalitarian of societies.

HSAR 275 (11594)

**The Body in Indian Art**

Subhashini Kaligotla  
TTh 10:30am-11:20am  
Areas HU

How did artists in South Asia represent and view the body? And what do such representations reveal about the values of the time and place that produced them? This introductory lecture course explores these questions across time and through a range of figures that cut across gender and social group. We consider the representation of divine figures such as the Buddha, Hindu gods and goddesses, Jain saviors, and Muslim mystics; portraits of kings, queens, ministers, and courtly figures; and images of saints, yogis, ascetics, mendicants, and other renunciants. We also see how a range of non-human figures from birds and animals to powerful mythical beings such as demons, tree spirits, and snake demi-gods were depicted. Course materials include textual sources and visual media such as painting, sculpture, architecture, and more. Together they help us examine the imagination of their makers as well as the cultures, politics, and religions of the Indian subcontinent that gave rise to them.

HSAR 326 (11014) / ARCH 260

**History of Architecture to 1750**

Kyle Dugdale  
TTh 10:30am-11:20am  
Areas HU

Introduction to the history of architecture from antiquity to the dawn of the Enlightenment, focusing on narratives that continue to inform the present. The course begins in Africa and Mesopotamia, follows routes from the Mediterranean into Asia and back to Rome, Byzantium, and the Middle East, and then circulates back to mediaeval Europe, before juxtaposing the indigenous structures of Africa and America with the increasingly global fabrications of the Renaissance and Baroque. Emphasis on challenging preconceptions, developing visual intelligence, and learning to read architecture as a story that can both register and transcend place and time, embodying ideas within material structures that survive across the centuries in often unexpected ways.

HSAR 405 (13409) / FILM 393 / HSHM 472 / HUMS 246

**Early Modern Media**

Marisa Bass and John Peters  
W 1:30-3:20pm  
Areas HU

How did ideas move in the early modern world across time and place, between people and things? Looking beyond art history's traditional understanding of "medium" as referring to what a work of art is made from, this seminar explores the broader range of "media" that were central to discourse and debates about faith, politics, and the natural world during a period of great technological innovation and global expansion, as well as violence, upheaval, and uncertainty. Focusing on Dutch art, science, and thought during the long seventeenth century—a context in which experiments with media at home and encounters with media from abroad were especially charged, our discussions range from optics to navigation, theology



to mathematics, landscape to microscale, clocks to cannons, and shells to flowers. Readings both historical and theoretical complement several visits to study works firsthand in nearby collections.

HSHM 417 (11250)

**Before the Anthropocene: Global Environment in the Preindustrial World**

Ivano Dal Prete

M 1:30-3:20pm

Areas HU, WR

This seminar explores the cultural history of climate change, environmental catastrophes, and human agency over nature in the pre-industrial world. Students discuss scientific theories, religious beliefs, economic imperatives, and ideological and gender prisms that paved the way for an era of unprecedented exploitation of the Earth's resources and environment. Special emphasis is placed on the study of visual and material primary sources at the Beinecke and other venues on campus.

HSHM 453 (11633) / HUMS 336 / E&EB 336

**Culture and Human Evolution**

Gary Tomlinson

W 3:30-5:20pm

Areas HU, SC

Examination of the origins of human modernity in the light of evolutionary and archaeological evidence. Understanding, through a merger of evolutionary reasoning with humanistic theory, the impact of human culture on natural selection across the last 250,000 years.

LAST 228 (10871) / SPAN 228

**Borders & Globalization in Hispanophone Cultures**

Luna Najera

TTh 11:35am-12:50pm

Areas LA

The borders that constitute the geographical divisions of the world are contingent, but they can have enormous ordering power in the lives of people and other beings. Human-made borders can both allow and disallow the flow of people and resources. Like geographical borders, social borders such as race, caste, class, and gender can form and perpetuate privileged categories of humans that restrict access of excluded persons to natural resources, education, security, and social mobility. Thus, bordering can differentially value human lives. Working with the premise that borders are sites of power, in this course we study bordering and debordering practices in the Hispanic cultures of Iberia, Latin America, and North America, from the 1490s to the present. Through analyses of a wide range of texts students will investigate the multiple ways in which social, cultural, and spatial borders are initiated, expressed, materialized, and contested. Some of the questions that will guide our conversations are: What are social borders and what are the processes through which they perdure? How do the effects of local practices that transcend borders (e.g., environmental pollution, deforestation) change our understanding of borders? How does globalization change discourse about borders? (To be conducted in Spanish.)



SOCY 204 (12125)

**Empire, Nation, and Decolonization**

Jonathan Wrytzen

TBA

Areas HU, SO

What is an empire? What is a nation? How do these interact in moments of crisis like decolonization? This course examines how spatial boundaries and social boundaries interact as empires expand, both over land and over seas, and as empires contract. Our central focus is how the "nation" works as a contested notion, and a contested boundary, within the broader frame of empire. We trace struggles over national identities as metropolitan cores and colonial peripheries have been produced in the Americas (including the Caribbean), Europe, Asia, the Middle East, and Africa. The two main empire-nation cases the course focuses on are the United States and France, but we also consider the British, Russian/Soviet, Hapsburg, Japanese and other empires.

THST 227 (12323)

**Queer Caribbean Performance**

Amanda Reid

W 1:30-3:20pm

Areas HU

With its lush and fantastic landscape, fabulous carnivalesque aesthetics, and rich African Diaspora Religious traditions, the Caribbean has long been a setting where New World black artists have staged competing visions of racial and sexual utopia and dystopia. However, these foreigner-authored fantasies have often overshadowed the lived experience and life storytelling of Caribbean subjects. This course explores the intersecting performance cultures, politics, and sensual/sexual practices that have constituted queer life in the Caribbean region and its diaspora. Placing Caribbean queer of color critique alongside key moments in twentieth and twenty-first century performance history at home and abroad, we ask how have histories of the plantation, discourses of race and nation, migration, and revolution led to the formation of regionally specific queer identifications. What about the idea of the

"tropics" has made it such as fertile ground for queer performance making, and how have artists from the region identified or dis-identified with these aesthetic formations? This class begins with an exploration of theories of queer diaspora and queer of color critique's roots in black feminisms. We cover themes of exile, religious rites, and organizing as sights of queer political formation and creative community in the Caribbean.

WGSS 260 (10726)

**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

[AFAM](#) [AFST](#) [AMST](#) [ANTH](#) [ARCH](#) [ENGL](#) [ENV](#) [HIST](#) [HSAR](#) [PHIL](#) [REL](#)

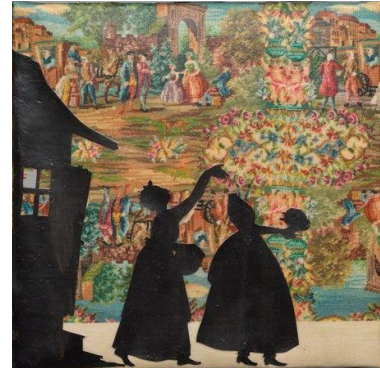
AFAM 530 (10013) / ENGL 913

## **Black Elsewhere(s): Race and Space**

Jonathan Howard

W 3:30-5:20pm

The spatial resume of blackness is extensive, spanning land, sea, and outer space. Yet for every where the African Diaspora has been, the stunning witness of an important thread of black study argues that blackness is nowhere at all, defined most unflinchingly as a fundamental exclusion from the world. But where else, if not "the world," is blackness? Are such black elsewhere(s) livable? And, given environmentalism's increasingly apocalyptic forecasts about "the world," how might the careful study of the life of blackness elsewhere yield a viable way out? Guided by these questions, this course takes up the precarious spatial resume of blackness as an opportunity to think about and through long held questions around space: What is space? What is its relation to place? And to what extent are either given or constructed? Along with these questions, we also consider how our experience of space is further informed by race. In three units centered on the ocean, land, and outer space, respectively, we trace a genealogy of black spatiality as that spatial practice comes to be elaborated in literature, theory, and history. Ultimately, through our exploration of black elsewhere(s), we will weigh whether the space and place of blackness, if excluded from the world, discloses a more robust and ecological vision of what we might alternatively call the Earth.



AFST 836 (12120) / HIST 836

## **Histories of Postcolonial Africa: Themes, Genres, and the Phantoms of the Archive**

Benedito Machava

Th 1:30pm-3:20pm

This course is both historiographic and methodological. It is meant as an introduction to the major themes that have dominated the study of postcolonial Africa in recent years, and the material circumstances in which they were produced. We pay close attention to the kinds of sources and archives that scholars have employed in their works, and how they addressed the challenges of writing contemporary histories in Africa. We center our weekly meetings around one key text and one or two supplementary readings. We engage with works on politics, detention, violence, environment and technology, women and gender, affect, fashion, leisure, and popular culture.

AFST 839 (10447) / 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.

AFST 889 (12453) / ENGL 889 / CPLT 889

## **Postcolonial Ecologies**

Cajetan Iheka

Th 9:25-11:15am

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 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. The course prepares students to respond to key issues in postcolonial ecocriticism and the environmental humanities, analyze the work of the major thinkers in the fields, and examine literary texts and other cultural productions from a postcolonial perspective. Course participants have the option of selecting from a variety of final projects. Students can craft an original essay that analyzes primary text from a postcolonial and/or ecocritical perspective. Such work should aim at producing new insight on a theoretical concept and/or the cultural text. They can also produce an undergraduate syllabus for a course at the intersection of postcolonialism and environmentalism or write a review essay discussing two recent monographs focused on postcolonial ecocriticism.



AMST 741 (11356) / HIST 752

**Indians and Empires**

Ned Blackhawk, Marcela Echeverri Munoz, and Stuart Schwartz

Th 1:30-3:20pm

This course explores recent scholarship on Indian-imperial relations throughout North American colonial spheres from roughly 1500 to 1900. It examines indigenous responses to Spanish, Dutch, French, English, and lastly American and Canadian colonialism and interrogates commonplace periodization and geographic and conceptual approaches to American historiography. It concludes with an examination of American Indian political history, contextualizing it within larger assessments of Indian-imperial and Indian-state relations.

ANTH 541 (11264) / PLSC 779 / HIST 965 / ENV 836

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

Louisa Lombard and Elisabeth Wood

W 1:30pm-3:20pm

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 (11259)

**Power, Knowledge, and the Environment: Social Science Theory and Method**

Michael Dove

M 1pm-3:20pm

Course on the social scientific contributions to environmental and natural resource issues, emphasizing equity, politics, and knowledge. Section I, introduction to the course. Section II, disaster and environmental perturbation: the social science of emerging diseases; and the social origins of disaster. Section III, boundaries: cost and benefit in the Green Revolution; riverine restoration; and aspirational infrastructure. Section IV, methods: working within development projects, and rapid appraisal and consultancies. Section V, local communities, resources, and (under)development: representing the poor, development discourse, and indigenous peoples and knowledge. This is a core M.E.M. specialization course in YSE and a core course in the combined YSE/Anthropology doctoral degree program. Enrollment capped..



ANTH 963 (10510) / HIST 963/HSBM 691/HSAR 841

**Topics in the Environmental Humanities**

Paul Sabin, Hannah Cole

Tu 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

*Fall Architecture courses will be included when available.*

ENGL 631 (13230) / HIST 958

**Land, Labour, and Slavery from Hobbes to Defoe**

Feisal Mohamed

TBA

This course considers together several phenomena often considered separately: the conversion of arable land to pasture, which imposed unprecedented hardships on tenant farmers in early modern England; the central place of property in seventeenth-century English formulations of political liberty; the increasing racialization of forced labor in the period; and the tension in the English political imaginary between a mythos of land and of sea. Taken together, these radically refigure the relationship between power, space, and subjectivity. We read foundational works of political theory produced in England's tumultuous seventeenth century, those of Hobbes, Harrington, Filmer, and Locke. We also explore how transformations of labor and property necessarily exert influence in literature, not only at the level of content but also at that of genre and mode. Along the way, we essay a detailed accounting of England's efforts to expand its mercantilist activity to the West and East, goaded by rivalry with other European powers, especially Spain and the Netherlands.

ENV 522

**Social Science Foundations for Environmental Managers**

Amity Doolittle

TBA

The environmental social sciences shed light on how humans define, perceive, understand, manage and otherwise influence the environment. Insights into the cultural, institutional, political-economic, and historic drivers of human actions are needed to describe and understand human-environment interactions as well as to move towards long-lasting and flexible responses to socioenvironmental change. This basic knowledge course is designed to introduce students to a range of social science disciplines that are engaged in understanding the relationships between nature and society. Explicit focus will be in on how to mobilize the insights gained from environmental social sciences for natural resource management.

ENV 618

### **Anthropology of Smallholder Agriculture in Developing Countries**

Carol Carpenter

TBA

The premise of this course is that small-scale agriculture, its distinctive economic character, and its ecology shape each other in important ways. This course will explore smallholder farming in the developing world through ethnographies. It is often said that small-scale agriculture provides half of the contemporary global food supply (see for example Graeub et al 2016); in fact there are no good global statistics on small farm production, especially in the developing world (in which many nations just don't have statistics on food production and farm size, Ricciardi et al 2018). I argue simply that small-scale agricultural food production is important to both livelihoods and food security. If this is so, then the inter-linkages between farms, economies, and ecologies are important. These inter-linkages are also complex.

ENV 764a

### **Sociology of Sacred Values: Modernity, Ecology, and Policy**

Justin Farrell

TBA

This course equips students to understand how moral culture shapes all environmental issues and management, driving even the most basic decisions that on the surface may appear to be entirely obvious, rational, or scientific. Modern people and modern institutions are propelled toward certain ends and possibilities that are inescapably rooted in questions of human culture about who we are, what we should do, and why it all matters. The first half of the course draws on theoretical readings from sociology, philosophy, and religious studies to understand the ubiquity of sacred codes and how they work, with an emphasis on late-modernity, rationality, capitalism, and the sacred/profane. The second half of the course introduces recent case studies to see in practice how moral values are embedded in environmental work, including policymaking, advocacy, the free market, scientific research, race and class, death and extinction, ecotourism, and more. Cultivating a lens to see culture and moral values in all things will improve students' applied work in all sectors.



ENV 980a

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

Kristin Reynolds

TBD

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 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 – 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 will 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 will include meetings with organizational leaders to understand context and co-develop appropriate project approaches. Students will work in groups to conduct in-depth research, analysis, and engage in additional professional and educational activities connected to the project. Student groups will prepare a final presentation and report to be shared with the partner organizations. The course provides opportunities to develop competencies in analyzing global food systems phenomena through social justice frameworks; and working within diverse settings on food and social justice issues, as practice for management, policymaking, other professional roles.

HIST 897 (10438) / HSHM 762

### **Environment, Medicine, and Science in South and Southeast Asia**

Sunil Amrith

W 1:30-3:20pm

This graduate seminar explores the cutting edge of scholarship in histories of environment, medicine, and science in South and Southeast Asia. The course draws examples from both South and Southeast Asia--among our aims is to examine who in their field has challenged or reimagined the conventional boundaries of area studies. The class is designed to serve as preparation for qualifying examinations across a range of fields and as a starting point for students who envisage dissertation projects that engage with these areas of scholarship. Our focus, throughout, is on archives, approaches, and methodologies (including new approaches to research that have been necessitated by the pandemic). Readings and topics are tailored to the interests of the students in the class. Students have the choice of writing a historiographical paper or producing an original research paper.

HIST 931 (10060) / HSHM 702

**Problems in the History of Science**

Deborah Coen

Th 1:30pm-3:20pm

Surveys current methodologies through key theoretical and critical works. Students encounter major twentieth-century methodological moments that have left lasting imprints on the field: positivism and anti-positivism, the sociology of knowledge, actor-network theory, and historical epistemology, as well as newer approaches focusing on space, infrastructure, translation, and exchange. We also consider central conceptual problems for the field, such as the demarcation of science from pseudoscience; the definition of modernity and the narrative of the Scientific Revolution; vernacular science, the colonial archive, and non-textual sources.



HSAR 565 (11827)

**The Media of Architecture and the Architecture of Media**

Craig Buckley

Th 1:30-3:20pm

Architecture's capacity to represent a world and to intervene in the world has historically depended on techniques of visualization. This seminar draws on a range of media theoretical approaches to examine the complex and historically layered repertoire of visual techniques within which architecture operates. We approach architecture not as an autonomous entity reproduced by media, but as a cultural practice advanced and debated through media and mediations of various kinds (visual, social, material, and financial). If questions of media have played a key role in architectural theory and history over the past three decades, recent scholarship in the field of media theory has insisted on the architectural, infrastructural, and environmental dimensions of media. The seminar is organized around nine operations whose technical and historical status will be examined through concrete examples. To do so, the seminar presents a range of differing approaches to media and reflects on their implications for architectural and spatial practices today. Key authors include Giuliana Bruno, Wendy Hui Kyong Chun, Beatriz Colomina, Robin Evans, Friedrich Kittler, Bruno Latour, Reinhold Martin, Shannon Mattern, Marshall McLuhan, Felicity Scott, and Bernhard Siegert, among others.

PHIL 658 (12071) / PHIL 458

**Morality and Evolution**

Stephen Darwall

W 7-8:50pm

Ever since Darwin's *On the Origin of the Species*, the question of evolutionary theory's implications for our understanding of morality and of ourselves as moral beings has been pressing. In recent years, several philosophers have argued that evolution undermines the possibility of moral knowledge and, perhaps, there being facts of moral right and wrong. In this course, we investigate evolutionary theory's implications for morality. We begin with questions about the nature of morality (as we ordinarily understand it) and the fundamentals of evolutionary theory. The focus then shifts to philosophers who have argued for moral skepticism and forms of moral anti-realism on evolutionary grounds. Our third focus is on evolutionary theories that show a deep compatibility between evolution and morality. We finish with a metaethical account of morality that fits with one of these evolutionary theories to see if it provides a plausible way of responding to the evolutionary critique.



REL 759

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

Tisa Wenger

T 1:30-3:20pm

This course explores the varied intersections among 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?

REL 849

**Preaching for Creation**

Carolyn Sharp

W 1:30-3:20pm

In this course, we consider ways to bear witness to the inherent value of Earth as a living and interconnected community that teaches us profound theological and ethical truths. In discussions and preaching structured around mutual witness and deep listening, we explore such issues as: ways in which Scripture passages testify to the intricate glories and stark vulnerabilities of creation as a site of God's transforming work; the beauty, giftedness, intelligence, and relational sophistication of nonhuman creatures; human sin as a major vector for harms that cause untold suffering in creation; and grace as the divine intention not just for humanity but for all living beings, Earth, and the cosmos. Engaging contemporary homiletical theory and studying sermons from expert preachers, students develop their homiletical skills and capacity to imagine, honor, and advocate for the whole community of Earth and its flourishing. Together we listen for the Gospel in sermons focused on creation; we explore the potential of micro-homilies to build the capacity of faith communities for ecotheological reflection and creation care; and we attend to poetry and memoir writing as sources of wisdom. There is no prerequisite; those for whom this will be their first homiletics course are welcome.