



[Utagawa Hiroshige, Kanazawa in Moonlight, from the series Eight Views of Musashi Province \(1857\), Yale University Art Gallery](#)

Environmental Humanities Courses

Fall 2023

Yale University

Last updated 8/22/23

Please note that this list may change as courses are added. We invite you to submit courses for inclusion to environmentalhumanities@yale.edu.

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 2023 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

[AFAM](#) [AFST](#) [AMST](#) [ANTH](#) [ARCH](#) [CLCV](#) [EDST](#) [ENGL](#) [EP&E](#) [ER&M](#) [EVST](#) [HIST](#) [HSAR](#) [HSHM](#) [HUMS](#) [LAST](#)
[MUSI](#) [RUSS](#) [SOCY](#) [SPAN](#) [THST](#) [WGSS](#)

AFAM 205 (20708) / AMST 225 / ER&M 289

Writing American Studies: Food as Story & Critical Lens

Alison Kibbe

TTh 2:30-3:45pm

Areas WR

This writing seminar examines food as an entry to the interdisciplinary approaches of American Studies. We explore how food can help us think critically about our world, as well as how we can write critically about food. Food serves as a useful entry point to interdisciplinary American and Ethnic Studies because centering food requires that we think across history, cultural studies, anthropology, science, ecology, aesthetics, embodiment, and more. Through food studies we gain a unique understanding of the peoples, cultures, plants, animals, mobilities, and flavors that shape societies, communities, and individuals. With a focus on Caribbean, Black, Latinx, and indigenous perspectives, we use critical food studies to examine questions about place, history, racial formations, migration, and above all, different approaches to writing, drafting, editing, and re-writing.

AFAM 329 (18041) / SOCY 342

Managing Blackness in a "White Space"

Elijah Anderson

M 1:30pm-3:20pm

Areas SO

"White space" is a perceptual category that assumes a particular space to be predominantly white, one where black people are typically unexpected, marginalized when present, and made to feel unwelcome—a space that blacks perceive to be informally "off-limits" to people like them and where on occasion they encounter racialized disrespect and other forms of resistance. This course explores the challenge black people face when managing their lives in this white space.



[Image: *Woman with Fruit and Cabbage on Plaza de Lima* \(ca. 1850\), possibly by Pancho \(Francisco\) Fierro, Yale University Art Gallery](#)

AFST 277 (17029) / ANTH 235 / ER&M 277

Introduction to Critical Border Studies

Leslie Gross-Wyrtzen

Th 9:25am-11:15am

Areas SO

This course serves as an introduction into the major themes and approaches to the study of border enforcement and the management of human mobility. We draw upon a diverse range of scholarship across the social sciences as well as history, architecture, and philosophy to better understand how we find ourselves in this present "age of walls" (Tim Marshall 2019). In addition, we take a comparative approach to the study of borders—examining specific contemporary and historical cases

across the world in order to gain a comprehensive view of what borders are and how their meaning and function has changed over time. And because there is "critical" in the title, we explicitly evaluate the political consequences of borders, examine the sorts of resistances mobilized against them, and ask what alternative social and political worlds might be possible.

AFST 385 (18485) / EP&E 350 / HIST 391J / HLTH 385 / PLSC 429

Pandemics in Africa: From the Spanish Influenza to COVID-19

Jonny Steinberg

Th 1:30-3:20pm

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.

AFST 465 (19536) / ANTH 468 / HSHM 413 / URBN 442 / AFST 565 / ANTH 512

Infrastructures of Empire: Control and (In)security in the Global South

Leslie Gross-Wyrtzen

T 1:30pm-3:20pm

Areas SO

This advanced seminar examines the role that infrastructure plays in producing uneven geographies of power historically and in the “colonial present” (Gregory 2006). After defining terms and exploring the ways that infrastructure has been conceptualized and studied, we analyze how different types of infrastructure (energy, roads, people, and so on) constitute the material and social world of empire. At the same time, infrastructure is not an uncontested arena: it often serves as a key site of political struggle or even enters the fray as an unruly actor itself, thus conditioning possibilities for anti-imperial and decolonial practice. The geographic focus of this course is the African continent, but we explore comparative cases in other regions of the majority and minority world.

AMST 031 (17032)

LGBTQ Spaces and Places

Terrell Herring

TTh 11:35am-12:50pm

Areas HU

Overview of LGBTQ cultures and their relation to geography in literature, history, film, visual culture, and ethnography. Discussion topics include the historical emergence of urban communities; their tensions and intersections with rural locales; race, sexuality, gender, and suburbanization; and artistic visions of queer and trans places within the city and without. Emphasis is on the wide variety of U.S. metropolitan environments and regions, including New York City, Los Angeles, Miami, the Deep South, Appalachia, New England, and the Pacific Northwest.

AMST 197 (19814) / ARCH 280

American Architecture and Urbanism

Elihu Rubin

Day/Time TBD

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 258 (21600) / ER&M 258 / EVST 258

**Wilderness in the North American Imagination:
Landscapes of the US Nuclear-Industrial Complex**

Charlotte Hecht

Th 9:25-11:15am

Areas HU

ince the mid-twentieth century, the drive for nuclear power—in the form of weapons and energy—has irreversibly shaped the landscapes of the North American continent, and the world. The activities of the nuclear fuel cycle (uranium mining and milling, weapons testing and production, and radioactive waste dumping) have reached every state in the country, often in devastating and uneven ways. Today, debates about nuclear weapons and the benefits of nuclear power are at the forefront of contemporary discourse. This course contextualizes these impacts and debates in the long history of post-war industrialization and militarization, a history that begins with 19th century settler-colonial conceptions of “wilderness.” Throughout the course, we investigate how cultural imaginaries of wilderness (and ideas about nature, landscape, space, and environment) are deeply related to the uneven geographies of the nuclear industrial complex, and the intersections of US imperialism, militarism, extractive capitalism, and environmental racism. Alongside this, we consider how artists, activists, and scholars are working to theorize, reframe, and reimagine the legacies of the nuclear industry.



[Image: John Middleton, *Landscape* \(ca. 1850\), Yale Center for British Art](#)

AMST 439 (17036) / 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.

AMST 451 (18469) / ER&M 452

Mobility, Race, and U.S. Settler Colonialism

Laura Barraclough

Th 9:25am-11:15am

Areas HU

This research seminar explores the significance of movement in the making of settler colonial nation-states, as well as contemporary public history projects that interpret those histories of mobility. To do so, it brings together the fields of settler colonial studies, critical Indigenous studies, ethnic studies, public history, and mobility studies. After acquainting ourselves with key debates within each of these fields, we examine case studies from various regions of the settler United States and diverse Indigenous nations. Our goal is to deepen awareness of the complex ways that movements—voluntary and forced, and by settlers, Natives, migrants, and people of color—are reproduced and remembered (or not) in public memory, and how these memories reproduce or destabilize settler colonialism's social and cultural structures. This course is best suited to students who have initial ideas about a potential research topic and are exploring related ideas for their senior essay.

ANTH 371 (19274) / AMST 360

Inequality in the Anthropocene: Thinking the Unthinkable

Kathryn Dudley and Kate McNally

Th 1:30-3:20pm

Areas SO

This course examines relationships between social inequality and anthropogenic climate change through an interdisciplinary ethnographic lens. Drawing on visual, sonic, and literary forms, we explore diverse modes of inquiry that strive to give analytical form and feeling to the unthinkable enormity of the geological epoch we're in. Final projects involve creative, artistic, multimedia field research.

ANTH 385 (18423)

Archaeological Ceramics

Anne Underhill

Th 1:30pm-3:20pm

Areas SO

Archaeological methods for analyzing and interpreting ceramics, arguably the most common type of object found in ancient sites. Focus on what different aspects of ceramic vessels reveal about the people who made them and used them.

ANTH 409 (17408)

Climate and Society: Perspectives from the Social Sciences and Humanities

Michael Dove

Th 1:30-3:20pm

Areas SO, WR

Seminar on the major traditions of thought and debate regarding climate, climate change, and society, drawing largely on the social sciences and humanities. Section I, overview of the course. Section II, disaster: the social origins of disastrous events; and the attribution of societal 'collapse' to extreme climatic events. Section III, causality: the revelatory character of climatic perturbation; politics and the history of efforts to control weather/climate; and 19th-20th century theories of environmental determinism. Section IV, history and culture: the ancient tradition of explaining differences among people in terms of differences in climate; and cross-cultural differences in views of climate. Section V, knowledge: the study of folk knowledge of climate; and local views of climatic perturbation and change. Section VI, politics: knowledge, humor, and symbolism in North-South climate debates. The goal of the course is to examine the embedded historical, cultural, and political drivers of current climate change debates and discourses. This course can be applied towards Yale College distributional requirements in Social Science and Writing. The course is open to both graduate and undergraduate students. Enrollment capped,

ANTH 450 (18421)

Analysis of Lithic Technology

Oswaldo Chinchilla Mazariegos

M 1:30pm-3:20pm

Areas SO

Introduction to the analysis of chipped and ground stone tools, including instruction in manufacturing chipped stone tools from obsidian. Review of the development of stone tool technology from earliest tools to those of historical periods; relevance of this technology to subsistence, craft specialization, and trade. Discussion of the recording, analysis, and drawing of artifacts, and of related studies such as sourcing and use-wear analysis.

ANTH 473 (17412)

Climate Change, Societal Collapse, and Resilience

Harvey Weiss
Th 3:30pm-5:20pm
Areas HU, SO

The coincidence of societal collapses throughout history with decadal and century-scale abrupt climate change events. Challenges to anthropological and historical paradigms of cultural adaptation and resilience. Examination of archaeological and historical records and high-resolution sets of paleoclimate proxies.

ARCH 150 (18582)

Introduction to Architecture

Instructor TBA
Date/Time TBA
Areas HU

Lectures and readings in the language of architecture. Architectural vocabulary, elements, functions, and ideals. Notebooks and projects required. Not open to freshmen. Required for all Architecture majors.

ARCH 250 (18584)

Methods and Forms in Architecture I

Trattie Davies
Date/Time TBA
Areas HU

Analysis of architectural design of specific places and structures. Analysis is governed by principles of form in landscape, program, ornament, and space, and includes design methods and techniques. Readings and studio exercises required. Enrollment limited to 25. Open only to Architecture majors.

ARCH 271 (17696)

Introduction to Islamic Architecture

Kishwar Rizvi
MW 10:30am-11:20am

Introduction to the architecture of the Islamic world from the seventh century to the present, encompassing regions of Asia, North Africa, and Europe. A variety of sources and media, from architecture to urbanism and from travelogues to paintings, are used in an attempt to understand the diversity and richness of Islamic architecture. Besides traditional media, the class will make use of virtual tours of architectural monuments as well as artifacts at the Yale University Art Gallery, accessed virtually.

ARCH 306 (19335)

Ornamenting Architecture: Cosmos, Nature, Neuroaesthetics

Instructor TBA
Date/Time TBA
Areas HU

From foliated friezes to snaking spirals, gruesome gargoyles to graceful guilloches, humans have used ornament for millennia to adorn objects and buildings. What is the function of ornament in the built environment? How does it mediate between the objects it adorns, the viewers it addresses, and the cosmos? What role does it play in orchestrating building occupants' sense of space, order, and time? And is there scientific evidence for any of these claims? This course provides a venue for exploring these questions through hands-on design and analysis while finding empirical grounding in the emerging fields of biophilic design and neuroaesthetics. Design exercises introduce students to symmetry operations, tessellation, repeat patterns, and foliation, giving the class a basic fluency in the language of ornament. As we study historic precedents and the fundamental geometric properties of ornament, we simultaneously research how these patterns are perceived by the brain, both in the scientific literature and through the use of our own eye trackers and EEG sensors. Students are led through a series of design exercises of increasing complexity in both two and three dimensions, culminating in an ornament project for a shared site. This seminar is meant to nurture methodologies of design that fuse a grounding in the history of ornament with the application of cutting edge technology, enabling novel forms of empirically-grounded design. It is recommended, but not required, that students have some experience with visualization (digital or hand-drawing) and a willingness to explore physical prototyping.



[Image: Charles Hamilton Smith, *Falkland Islands Wolf* \(ca. 1837\), Yale Center for British Art](#)

ARCH 337 (22300)

Field to Building, and Back

Mae-Ling Lokko
W 3:30-5:20pm
Areas HU

From plant fibers to peat particles, cellulose to lignin, fungi to carbon-neutral concrete— the use of a broad renewable material ecology from the field is becoming the feedstock of the 21st century materials revolution. On the one hand, the design of such renewable material streams are framed within today's carbon framework as 'substitutes' within a hydrocarbon

material economy and on the other, such materials are proposed in direct resistance to these very systems, as

'alternatives' to such 'development'. The seminar explores the spectrum of biobased design histories and pathways within Arturo Escobar's pluriversal framework. From the North Atlantic Scottish blackhouses, equatorial Tongkonan to the wetland ecologies of the Totoro, the course begins with an exploration of field materials through vernacular architecture and agricultural practices. The second part of the course explores the relative levels of displacement of field materials from today's material economies in response to empire—both botanical and industrial. Finally, students investigate continuation of local narratives alongside the relocalization of global narratives of three materials—timber, biomass and fungi-based building material systems.

ARCH 360 (18585)

Urban Lab: An Urban World

Instructor TBA

Date/Time TBA

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. Prerequisites: For non-majors: permission of the instructor is required. For ARCH majors: ARCH 150, 200, and 280.

ARCH 386 (19808) / ENGL 421

Styles of Acad & Prof Prose: Writing about Architecture

Christopher Hawthorne

TTh 11:35am-12:50pm

Areas WR

A seminar and workshop in the conventions of good writing in a specific field. Each section focuses on one academic or professional kind of writing and explores its distinctive features through a variety of written and oral assignments, in which students both analyze and practice writing in the field. Section topics, which change yearly, are listed at the beginning of each term on the English departmental website. This course may be repeated for credit in a section that treats a different genre or style of writing; may not be repeated for credit toward the major. Formerly ENGL 121. Prerequisite: ENGL 114, 115, 120, or another writing-intensive course at Yale.

CLCV 160 / HSAR 243 / ARCH 243

Greek Art and Architecture

Milette Gaifman

MW 11:35am-12:50pm

Areas HU

Monuments of Greek art and architecture from the late Geometric period (c. 760 B.C.) to Alexander the Great (c. 323 B.C.). Emphasis on social and historical contexts.

EAST 030 (20901) / HIST 030

Tokyo

Daniel Botsman

TTh 1pm-2:15pm

Areas HU, WR

Four centuries of Japan's history explored through the many incarnations, destructions, and rebirths of its foremost city. Focus on the solutions found by Tokyo's residents to the material and social challenges of concentrating such a large population in one place. Tensions between continuity and impermanence, authenticity and modernity, and social order and the culture of play. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.

EDST 144 (18044) / SOCY 144 / ER&M 211 / EVST 144

Race, Ethnicity, and Immigration

Grace Kao

MW 10:30am-11:20am

Areas SO

Exploration of sociological studies and theoretical and empirical analyses of race, ethnicity, and immigration, with focus on race relations and racial and ethnic differences in outcomes in contemporary U.S. society (post-1960s). Study of the patterns of educational and labor market outcomes, incarceration, and family formation of whites, blacks (African Americans), Hispanics, and Asian Americans in the United States, as well as immigration patterns and how they affect race and ethnic relations.

EDST 263 (17301)

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. EDST 110 recommended.



[Image: E.O. Beaman, \[Photograph of a Colorado Landscape\] \(ca. 1871\), Beinecke Rare Book and Manuscript Library](#)

ENGL 114 (19945)

Writing Seminars: Black and Indigenous Ecologies

Rasheed Tazudeen

MW 11:35-12:50pm

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

ENGL 114 (19965)

Writing Seminars: The Modern Metropolis

Pamela Newton

TTh 2:30-3:45pm

Instruction in writing well-reasoned analyses and academic arguments, with emphasis on the importance of reading, research, and revision. Using examples of nonfiction

prose from a variety of academic disciplines, individual sections focus on topics such as the city, childhood, globalization, inequality, food culture, sports, and war.

ENGL 114 (19950)

Writing Seminars: What We Eat

Alison Coleman

MW 11:15-12:50pm

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

ENGL 245 (19917) / HUMS 347

Land, Liberty, and Slavery from Hobbes to Defoe

Feisal Mohamed

M 9:25am-11:15am

Areas HU, WR

This course considers together several phenomena often considered separately: the conversion of arable land to pasture; the central place of property in seventeenth-century English formulations of political liberty; and the increasing racialization of forced labor in the period. We read seminal works of political theory produced in England's tumultuous seventeenth century, namely those of Hobbes and Locke. We also explore how transformations of labor and property necessarily exert influence in literature, focusing on Andrew Marvell, Aphra Behn, John Dryden, and Daniel Defoe.

ENGL 418 (17406) / 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. Formerly ENGL 241. Admission by permission of the instructor only. Students interested in the course should email the instructor at alan.burdick@gmail.com with the following information: 1.) A few paragraphs describing your interest in taking the class. 2.) A non-academic writing sample that best represents you.

EP&E 497 (18665) / PLSC 219 / EVST 247

Politics of the Environment

Peter Swenson

Date/Time TBA

Areas SO

Historical and contemporary politics aimed at regulating human behavior to limit damage to the environment. Goals, strategies, successes, and failures of movements, organizations, corporations, scientists, and politicians in conflicts over

environmental policy. A major focus is on politics, public opinion, corporate interests, and litigation in the U.S. regarding climate change.

ER&M 081 (18036)

Race and Place in British New Wave, K-Pop, and Beyond

Grace Kao

MW 4pm-5:15pm

Areas SO

This seminar introduces you to several popular musical genres and explores how they are tied to racial, regional, and national identities. We examine how music is exported via migrants, return migrants, industry professionals, and the nation-state (in the case of Korean Popular Music, or K-Pop). Readings and discussions focus primarily on the British New Wave (from about 1979 to 1985) and K-Pop (1992-present), but we also discuss first-wave reggae, ska, rocksteady from the 1960s-70s, British and American punk rock music (1970s-1980s), the precursors of modern K-Pop, and have a brief discussion of Japanese City Pop. The class focuses mainly on the British New Wave and K-Pop because these two genres of popular music have strong ties to particular geographic areas, but they became or have become extremely popular in other parts of the world. We also investigate the importance of music videos in the development of these genres. Enrollment limited to first year students. Pre-registration required: see under First Year Seminar Program.

ER&M 302 (17434)

Indigenous Politics Today

Hi'ilei Hobart

T 9:25am-11:15am

Areas HU, SO

This seminar examines Indigenous politics in our current moment. Movements for Indigenous sovereignty and self-determination, often forged in solidarity with other Indigenous communities, as well as Black people, brown people, and settlers, engage urgently with the tensions—and promises—that underpin theories of political power, sovereignty, territoriality, dispossession, and cultural identity. Readings for this course hedge closely to Native North America before extending comparatively to Oceania, Palestine, and South America in order to think broadly about the effects of globalization and neoliberalism; climate change and environmental racism; and extractive regimes and racial capitalism upon Indigenous communities around the world. This material, then, helps us to envision the kinds of decolonial futures proposed by the activists, scholars, and artists encountered in this course.

ER&M 316 (17435)

Indigenous Food Sovereignty

Hi'ilei Hobart

TTh 3:20pm-3:45pm

Areas HU, SO

What does it mean to be food sovereign? Are contemporary American diets colonial? This course takes a comparative approach to understanding how and why food is a central component of contemporary sovereignty discourse. More than just a question of eating, Indigenous foodways offer important critiques of, and interventions to, the settler state: food connects environment, community, public health, colonial histories, and economics. Students theorize these connections by reading key works from across the fields of critical indigenous studies, food studies, philosophy, history, and anthropology. In doing so, we question the potentialities of enacting food sovereignty within the settler state, whether dietary decolonization is possible in the so-called age of the Anthropocene, and the limits of working within and against today's legacies of the colonial food system. Students previously enrolled in ER&M 040 are not eligible to enroll in this course.

ER&M 344 (18524) / SOCY 344 / URBN 318

Informal Cities

Leigh-Anna Hidalgo Newton

Th 1:30pm-3:20pm

Areas SO

The informal sector is an integral and growing part of major global cities. With a special focus on the context of U.S. cities, students examine where a burgeoning informality is visible in the region's everyday life. How planners and policymakers address informality is an important social justice challenge. But what is the informal sector, or urban informality, or the informal city? This class addresses such questions through a rigorous examination of the growing body of literature from Sociology, Latinx Studies, Urban Planning, and Geography. We reflect on the debates and theories in the study of informality in the U.S. and beyond and gain an understanding of the prevalence, characteristics, rationale, advantages and disadvantages, and socio-spatial implications of informal cities. More specifically, we examine urban informality in work—examining street vendors, sex workers, and waste pickers—as well as housing, and the built environment.



[Image: Unrecorded British artist, *Canal under construction*, possibly the Bude Canal \(ca. 1840\), Yale Center for British Art](#)

EVST 040 (17394)

Collections of the Peabody Museum

David Skelly

Date/Time TBA

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.

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

EVST 219 (17395) / PHIL 290

Philosophical Environmental Ethics

Stephen Latham

TTh 11:35am-12:50pm

Areas SO

This is a philosophical introduction to environmental ethics. The course introduces students to the basic contours of the field and to a small number of special philosophical problems within the field. No philosophical background is required or expected. Readings are posted on Canvas and consist almost entirely of contemporary essays by philosophers and environmentalists.

EVST 354 (18938) / ARCG 354 / NELC 324

The Ancient State: Genesis and Crisis from Mesopotamia to Mexico

Harvey Weiss

Th 3:30pm-5:20pm

Areas HU, SO

Ancient states were societies with surplus agricultural production, classes, specialization of labor, political hierarchies, monumental public architecture and, frequently, irrigation, cities, and writing. Pristine state societies, the earliest civilizations, arose independently from simple egalitarian hunting and gathering societies in six areas of the world. How and why these earliest states arose are among the great questions of post-Enlightenment social science. This course explains (1) why this is a problem, to this day, (2) the dynamic environmental forces that drove early state formation, and (3) the unresolved fundamental questions of ancient state genesis and crisis, –law-like regularities or a chance coincidence of heterogeneous forces?

HIST 006 / HSHM 005

Medicine and Society in American History

Rebecca Tannenbaum

TTh 1pm-2:15pm

Areas HU, WR

Disease and healing in American history from colonial times to the present. The changing role of the physician, alternative healers and therapies, and the social impact of epidemics from smallpox to AIDS. Enrollment limited to first-year students.

Preregistration required; see under First-Year Seminar Program.



HIST 101J

History of Incarceration in the U.S.

Regina Kunzel

T 1:30pm-3:20pm

Areas HU, WR

This course explores the history of incarceration in the U.S. over more than two centuries. Among the topics we explore are the carceral conditions of slavery; the rise of the penitentiary and racial control; convict leasing and other forms of prison labor; the prisoners' rights movement in the late 1960s and early 1970s; the effects of "welfare reform," the "war on drugs" and the "war on crime" on the mass incarceration of the late twentieth century; immigration detention; and the privatization and globalization of carceral practices.

[Image: Robert Frank, Hoover Dam, Nevada \(1955\), Yale University Art Gallery](#)

HIST 109 (17606) / EVST 109

Climate & Environment in American History: From Columbian Exchange to Closing of the Frontier

Mark Peterson

MW 1pm-2:15pm

Areas HU

This lecture course explores the crucial role that climate and environmental conditions have played in American history from the period of European colonization to the end of 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 lectures offer a new framework for organizing and periodizing North American history, based on geographical and environmental conditions rather than traditional national and political frameworks. The course provides a historical foundation for understanding contemporary American (and global) climate and environmental issues.

HIST 131J (17610) / ER&M 392

Urban History in the United States, 1870 to the Present

Jennifer Klein

M 3:30-5:20pm

Areas HU, WR

The history of work, leisure, consumption, and housing in American cities. Topics include immigration, formation and re-formation of ethnic communities, the segregation of cities along the lines of class and race, labor organizing, the impact of federal policy, the growth of suburbs, the War on Poverty and Reaganism, and post-Katrina New Orleans.

HIST 140 (17549) / HSHM 215

Public Health in America, 1793 to the Present

Naomi Rogers

TTh 10:30am-11:20am

Areas HU

A survey of public health in America from the yellow fever epidemic of 1793 to AIDS and breast cancer activism at the end of the past century. Focusing on medicine and the state, topics include quarantines, failures and successes of medical and social welfare, the experiences of healers and patients, and organized medicine and its critics.

HIST 239 (17589)

Britain's Empire since 1763

Stuart Semmel

TTh 1:30pm-2:20pm

Areas HU

The varieties of rule in different parts of Britain's vast empire, from India to Africa to the West Indies. Ways in which events in one region could redirect policy in distant ones; how British observers sought to reconcile empire's often authoritarian nature with liberalism and an expanding democracy at home; the interaction of economic, cultural, political, and environmental factors in shaping British imperial development.

HIST 293J (18000) / RUSS 325 / RSEE 325 / URBN 303

Ten Eurasian Cities

Nariman Shekelpayev

Th 1:30-3:20pm

Areas HU, SO

This course explores histories and identities of ten cities in Northern and Central Eurasia. Its approach is based on an assumption that studying cities is crucial for an understanding of how societies developed on the territory of the Russian Empire, the Soviet Union, and post-Soviet states. The course is structured around the study of ten cities—Kyiv, Saint Petersburg, Moscow, Odesa, Baku, Magnitogorsk, Kharkiv, Tashkent, Semey (former Semipalatinsk), and Nur-Sultan (former Astana)—that are located on the territory of modern Ukraine, Russia, Central Asia, and the Caucasus. We study these cities through the prism of various scholarly approaches, as well as historical and visual sources. Literary texts are used not only as a means to illustrate certain historical processes but as artifacts that were instrumental in creating the identity of these cities within and beyond their territories. The ultimate goal of the course is to acquaint all participants with the dynamics of social, cultural, and political development of the ten Eurasian cities, their urban layout and architectural features. The course also provides an overview of basic conceptual approaches to the study of cities and ongoing urbanization in Northern and Central Eurasia.

HIST 317J (21279)

History of Infrastructure in Asia

Nurfadzilah Yahaya

Th 1:30pm-3:20pm

Areas HU, WR

This seminar looks at the history of infrastructure throughout Asia from ancient times till the 21st century. How did human beings aim to achieve sustainability through time? What were the differences between pre-colonial, colonial, and postcolonial infrastructure? The areas we delve into include urban planning, agriculture, military communications, waste management, transportation, and energy.

HIST 435J (17602)

Colonial Cities: A Global Seminar

Hannah Shepherd

Th 1:30-3:20pm

Areas HU, WR

Cities of empire, both imperial capitals and colonial outposts, played crucial roles in the reinforcement of racial hierarchies, the flow of goods, people, and capital, and the representation of imperial power. This course looks at histories of cities around the world in the age of empire, and how they were shaped by these forces. Students gain visual analysis and mapping skills, and learn about the history and theory of imperial, colonial and postcolonial cities, and how they still inform debates over the urban environment today.

[Image: Unrecorded Nkanu artist, Architectural Panel with Tortoise \(20th century\), Yale University Art Gallery](#)



HSAR 455 (17689)

Conceptualization of Space

Craig Buckley

W 9:25am-11:15am

Areas 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 457 (17690)

Japanese Gardens

Mimi Yiengpruksawan

W 9:25-11:15am

Areas HU

Arts and theory of the Japanese garden with emphasis on the role of the anthropogenic landscape from aesthetics to environmental precarity, including the concept of refugium. Case studies of influential Kyoto gardens from the 11th through 15th centuries, and their significance as cultural productions with ecological implications.

HSAR 463 (15586)

Material Histories of Photography

Jennifer Raab

W 1:30-3:20pm

Areas HU

While we often see photographs mediated through screens, they are singular objects with specific material histories. Through Yale's collections, this course explores these histories from the nineteenth century to the present and how they intersect with constructions of class, race, gender, and the non-human world; the ongoing processes of settler-colonialism; and both modern environmental conservation and ecological crisis.

HSHM 217 (17536)

Biomedical Futures and Michael Crichton's Monsters

Joanna Radin

MW 11:35am-12:25pm

Areas HU, SO

What forms of life have been produced by modern science? The literal life-changing technologies that began to emerge after the Second World War also provoked new anxieties. They expressed themselves in the speculative fiction of Michael Crichton in terms of monsters: the virus in *The Andromeda Strain*, the androids in *Westworld*, the velociraptors of *Jurassic Park*, and even the patients maimed by gunshot wounds in *ER*. Crichton wrote thrilling stories that also asked his readers to consider what monsters humans could make if they didn't stop to consider whether or not they should. This course examines the emergence of modern life science to consider what it would take to produce more life-sustaining futures.

HSHM 413 (19538) / AFST 465 / ANTH 468 / URBAN 400 / URBAN 442 / AFST 565 / ANTH 512

Infrastructures of Empire: Control and (In)security in the Global South

HSHM 422 (17539)

Cartography, Territory, and Identity

Bill Rankin

T 1:30-3:20pm

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.



Six Pretty Good Dogs

Simona Lorenzini

HSHM 458 (17540)

Scientific Instruments & the History of Science

Paola Bertucci

W 1:30-3:20pm

Areas HU, WR

What do scientific instruments from the past tell us about science and its history? This seminar foregrounds historical instruments and technological devices to explore how experimental cultures have changed over time. Each week students focus on a specific instrument from the History of Science and Technology Division of the Peabody Museum: magic lantern, telescope, telegraph, astrolabe, sundial, and more!

[Image: H.B. Smith & Company. Steam Radiator \(late 19th century\), Yale University Art Gallery.](#)

HUMS 020 (20111)

MW 9am-10:15am, F 1pm-4pm

Areas HU, WR

We all have heard the phrase "Dogs are man's best friends." For thousands and thousands of years there has been an indissoluble friendship between man and dog, an unwritten covenant, a symbiotic relationship that has no equal in the animal world. Why do we consider them our 'best friends'? And is this always true? If not, why do we sometimes fear dogs? What role have dogs played in our understanding of being human? This course explores images of dogs in 20th-21st Italian literature through six main categories: a man and his dog; dogs and inhumanity; dogs and exile; dogs and children; dogs and folktales; dogs and modern bestiary. We discuss and close read a variety of texts, which are representative of different strategies for reflecting on the self and on the 'other' by unpacking the unstable relationship between anthropomorphism, personification, and humanization. Hopefully, these texts impel us to understand how profoundly the animal is involved in the human and the human in the animal. This course is part of the "Six Pretty Good Ideas" program. All readings in English. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.

HUMS 037 (17780)

The Limits of the Human

Steven Shoemaker

TTh 1pm-2:15pm

Areas HU

As we navigate the demands of the 21st century, an onslaught of new technologies, from artificial intelligence to genetic engineering, has pushed us to question the boundaries between the human and the nonhuman. At the same time, scientific findings about animal, and even plant intelligence, have troubled these boundaries in similar fashion. In this course, we examine works of literature and film that can help us imagine our way into these "limit cases" and explore what happens as we approach the limits of our own imaginative and empathetic capacities. We read works of literature by Mary Shelley, Kazuo Ishiguro, Richard Powers, Octavia Butler, Ted Chiang, and Jennifer Egan, and watch the movies Blade Runner, Ex Machina, Arrival, Avatar, and Her. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.

HUMS 228 (20208) / EVST 228 / HIST 459J / LITR 345

Climate Change and the Humanities

Katja Lindskog

MW 2:30-3:45pm

Areas HU

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

LAST 394 (18099) / PORT 394 / LITR 294 / PORT 960

World Cities and Narratives

Kenneth David Jackson

T 3:30-5:20pm

Areas HU, WR

Study of world cities and selected narratives that describe, belong to, or represent them. Topics range from the rise of the urban novel in European capitals to the postcolonial fictional worlds of major Portuguese, Brazilian, and Lusophone cities. Conducted in English.

MUSI 032 (23067)

Music, Sound, and the Environment

Giulia Accornero

MW 11:35am-12:50pm

Areas HU, WR

The word "environment" derives from the French word *environ* (around): it refers to what is all around us. In this class we examine the roles that music, sound, and their associated vocabularies have long played in negotiating the perception and meaning of what constitutes our environment. We dig into history to learn how the Muslim philosopher al-Kindi conceived of the connection between winds, elements, and the strings of the oud more than a thousand years ago; how across the centuries, people have construed a range of musical genres in connection to the problematic ideology of climatic determinism; and how today, composers give voice to the microscopic. As we proceed, we ask: what is (and could be) the role of music and sound in shaping the environment today? By the end of the class, we recognize and assess the ways in which music and sound have inflected and continue to inflect our perception of the environment. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.

RUSS 355 (18015) / EVST 294 / HUMS 294 / RSEE 355

Ecology and Russian Culture

Molly Brunson

T 1:30-3:20pm

Areas HU

Interdisciplinary study of Russian literature, film, and art from the nineteenth to the twenty-first centuries, organized into four units—forest, farm, labor, and disaster. Topics include: perception and representation of nature; deforestation and human habitation; politics and culture of land-ownership; leisure, labor, and forced labor; modernity and industrialization;

and nuclear technologies and disasters. Analysis of short stories, novels, and supplementary readings on ecocriticism and environmental humanities, as well as films, paintings, and visual materials. Several course meetings take place at the Yale Farm. Readings and discussions in English.

SOCY 169 (18499)

Visual Sociology

Philip Smith

Th 1:30-3:20pm

Introduction to themes and methods in visual sociology. The role and use of visual information in social life, including images, objects, settings, and human interactions. Ethnographic photography, the study of media images, maps and diagrams, observation and coding of public settings, unobtrusive measures, and the use of internet resources.

SPAN 230 (20269)

Reading Environments: Nature, Culture, and Agency

Luna Nájera

Date/Time TBD

Extreme weather, proliferation of species extinctions, climate migration, and the outbreak of pandemics can all be understood as instances of *koyaanisqatsi*, the Hopi word for life out of balance. They may also be viewed as indications that we are living in the age of the Anthropocene, a term in the natural and social sciences that acknowledges that human activities have had a radical geological impact on the planet since the onset of the Industrial revolution. In this course we study relations between humans and other-than-humans to understand how we arrived at a life out of balance. We inquire into how binary distinctions between nature and culture are made, sustained, or questioned through a diversity of meaning-making practices in Spanish, Latin American, and indigenous literature, visual culture, and material culture. The indigenous artifacts studied include Popol Vuh, poetry, petroglyphs, and documentaries by indigenous people of the Amazon, which will provide opportunities for asking pressing questions: To what extent does the nature and culture binary foreclose alternative possibilities for imagining ourselves and our relation to the world? Are there ways of perceiving our world and ourselves that bypass such binaries and if so, what are they? In the final weeks of the course, we shall draw from our insights to investigate where the nature/culture binary figures in present discussions of environmental catastrophes and rights of nature movements in Latin America. Taught in Spanish.

THST 227 (18726)

Queer Caribbean Performance

Amanda Reid

TTh 10:30am-12:20pm

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 (18186)

Food, Identity, and Desire

Maria Trumpler

W 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.

[Image: Fidelia Bridges, *Bindweed* \(1873\), Yale University Art Gallery](#)



Graduate Courses

[AFAM](#) [AFST](#) [AMST](#) [ANTH](#) [ARCH](#) [CPLT](#) [ENV](#) [ER&M](#) [F&ES](#) [FREN](#) [GLBL](#) [HSAR](#) [HIST](#) [REL](#)

AFAM 771 (17673) / HIST 729 / AMST 830

The American Carceral State

Elizabeth Hinton

T 1:30-3:20pm

This readings course examines the historical development of the U.S. carceral state, focusing on policing practices, crime control policies, prison conditions, and the production of scientific knowledge in the twentieth century. Key works are considered to understand the connections between race and the development of legal and penal systems over time, as well as how scholars have explained the causes and consequences of mass incarceration in America. Drawing from key insights from new histories in the field of American carceral studies, we trace the multifaceted ways in which policymakers and officials at all levels of government have used criminal law, policing, and imprisonment as proxies for exerting social control in communities of color throughout U.S. history.

AFST 833 (17676) / HIST 833

Agrarian History of Africa

Robert Harms

W 9:25am-11:15am

This course examines changes in African rural life from precolonial times to the present. Issues to be examined include land use systems, rural modes of production, gender roles, markets and trade, the impact of colonialism, cash cropping, rural-urban migration, and development schemes.

AFST 889 (18546) / ENGL 889 / CPLT 889

Postcolonial Ecologies

Cajetan Iheka

T 1:30-3:20pm

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 three recent monographs focused on postcolonial ecocriticism.

ANTH 541 (18529) / ENV 836 / HIST 965 / PLSC 779

Agrarian Societies: Culture, Society, History, and Development

Jonathan Wyrzten and Marcela Echeverri Munoz

W 1:30-3:20pm

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.

[Image: Bundi School artist, Ragini Bhairavi, from a Garland of Musical Modes \(Ragamala\) manuscript \(ca. 1760–70\), Yale University Art Gallery](#)

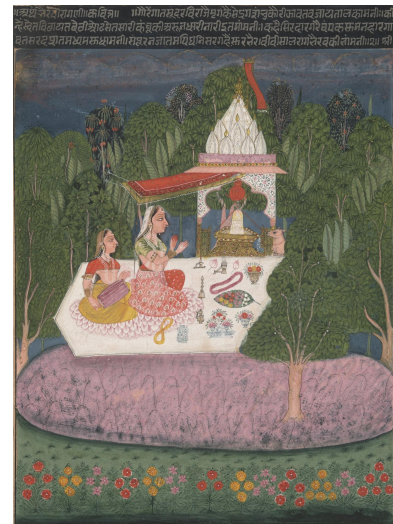
ANTH 963 (17677) / HIST 963 / HSAR 841 / HSHAM 691

Topics in the Environmental Humanities

Paul Sabin and Sunil Amrith

T 5:30-7:20pm

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. This course does not count toward the coursework requirement in history. Open only to students pursuing the Graduate Certificate in Environmental Humanities.



ARCH 1228 (22314)

Ruins, Ruination and Reuse

Mark Gage

Th 11am-12:50pm

Architectural ruins index the total failure of individual buildings, technologies, economies, or, at times, entire civilizations. This course researches the topics of ruination and architectural ruins—what produces them, what defines them, and how they impact individuals, cities, and civilizations on levels from the visual and formal to the philosophical and psychological. The formal and visual materials of this course emerge from the study of ruins from not only the past and present, but also the future, through research into the speculative territories of online “ruin porn,” new genres of art practice, and in particular dystopian television and film projects that reveal an intense contemporary cultural interest in apocalyptic themes. While significant nineteenth-century theories of architectural ruination, including those of John Ruskin (anti-restoration) and Eugène Emmanuel Viollet-le-Duc (pro-restoration), are addressed, the primary intellectual position of the course emerges from readings and discussions of the philosophical methodology of “ruination.” Student projects involve the philosophical and aesthetic ruination of iconic architectural projects to determine not only their essential qualities, but hidden, latent ones as well. Subsequent group discussion of this work vacillates between philosophical and aesthetic poles in an attempt to tease out new observations on these projects as well as on the nature of ruins and ruination. The self-designed final project is determined pending consultation between the students and instructor, but involves photorealistic failure of past, present, or future architectural or urban projects; dystopic visual speculations; fabrication experiments that test actual material decay and failure; or attempts to reproduce the aesthetic ambitions of ruin porn through the manipulation of existing, or the design of new, projects. The goal of the course is not to convey an existing body of architectural knowledge, but to unearth a new architectural discourse that considers architecture in reverse—emphasizing its decay rather than its creation in an effort to reveal new territories of architectural agency. Limited enrollment.

ARCH 1248 (22453)

Cartographies of Climate Change

Joyce Hsiang

W 4pm-5:50pm

Climate change disproportionately affects the people and places with the least power and resources. As our sea levels have risen, so too has the extreme socioeconomic disparity of specific communities and countries, creating a drowning class of climate refugees. Entire countries on the front lines of sea-level rise face the specter of nationhood without territory, despite the undeniable fact that their contribution to this global problem is negligible. And if climate change is in fact “the result of human activity since the mid-20th century,” it is in actuality a largely male-made phenomenon, if we unpack the gender dynamics and underlying power structures of the proto-G8 nations, the self-proclaimed leaders of industrialization. These power dynamics become even further exacerbated as we consider the implications of the particularly American interest in doubling down on investing in the heaviest piece of infrastructure ever—climate engineering. The architectural community appears to be in agreement. Climate change is a fundamental design problem. And yet calls to action have been ineffectual, responses underwhelming in the face of this overwhelming challenge. As the architectural community is eagerly poised to jump on the design bandwagon, this course seeks to reveal, foreground, empower, and give physical form to the spatial dimensions and power dynamics of the people and places most impacted by climate change. More broadly, the course aspires to help students develop their own critical stance on climate change and the role architects play.

ARCH 1249 (22316)

Virtual Futures

Olalekan Jeyifous

W 2pm-3:50pm

This course is an investigation of the ways technology, which now mediates data through spatial computing platforms such as extended reality (XR), will continue to impact our relationship with the built environment and the architect’s role in the development of these new digital horizons. Our exploration in XR includes a special guest instructor, Olalekan Jeyifous, a visual artist whose work explores visions of the future as a critique of contemporary social structures through the creation of dystopian realities describing urban issues, politics, art, and popular culture as expressions of the black diaspora within the disappearing urban ephemera of places like Brooklyn, New York, where his practice is based. Together, we explore the existing urban condition as an environment co-constitutive of other realities such as social structures, institutionalized injustice, and prevailing false narratives expressed as imagined futures in the form of non-static immersive experiences of the city. These imagined futures reveal the thin line between hope and despair as expressions of uncomfortable truths about the current trajectories of society.

ARCH 1250 (22317)

The Plan

Brennan Buck

Th 11am-12:50pm

The architectural plan is an index of architectural values—of how buildings configure people in relation to each other. Historically, the plan was the means through which architects deployed principles of proportion, composition, uniformity, montage, and figuration. It expresses the underlying ethics and ideologies of the architecture; evidences the background environment of building technologies, rules, regulations, conventions, and customs; and traces the power relations that buildings enact. The recent return of the plan as a topic of discourse and focus of architectural energy suggests renewed interest in the correlation of form and politics that the plan describes. This course sketches the history of plan making in the west during the nineteenth and twentieth centuries, from Beaux Arts composition to modern “non-composition,” before focusing on the scattershot discourse about the plan today. Rather than positing a single grand thesis about the contemporary plan, the course foregrounds the countless threads of plan making evident today and asks students to identify the underlying ideas, histories, and implications of specific plans.

ARCH 2222 (22326)

The Mechanical Eye

Dana Karwas
T 9am-10:50am

This course examines the human relationship to mechanized perception in art and architecture. Mechanical eyes, such as satellites, rovers, computer vision, and autonomous sensing devices, give us unprecedented access to nonhuman and superhuman views into known and unknown environments. But the technology of automatic observation alienates human observers and fools them into thinking that this is an unemotional, inhuman point of view due to its existence in a numeric or digital domain. The observer is looking at seemingly trustworthy data that has been “flattened” or distilled from the real world. But this face-value acceptance should be rejected; interpreters of this device data should interrogate the motives, biases, or perspectives informing the “artist” in this case (that is, the developer/programmer/engineer who created the devices). Despite the displacement of direct human observation, mechanical eyes present in remote sensing, LiDAR scanning, trail-cams, metagenomic sequencing, urban informatics, and hyperspectral imaging have become fundamental to spatial analysis. But as these become standard practice, observers should also be trained in cracking open the data to understand the human perspective that originally informed it. In this class, students investigate the impact of the mechanical eye on cultural and aesthetic inquiry into a specific site. They conceptually consider their role as interpreter for the machine and create a series of site analysis experiments across a range of mediums. The experiments are based on themes of inversion, mirroring, portraiture, memory, calibration, and foregrounding to “unflatten” data into structure and form. Limited enrollment.

ARCH 2242 (22327)

Slavery, Its Legacies, and the Built Environment

Phillip Bernstein, Luis C.deBaca, and Jordan Carver

W 3:15pm-6:30pm

This collaboration of the Law School and School of Architecture is taught in conjunction with the University of Michigan Law School’s Problem Solving Initiative. The course examines the legal and social impact of modern and historic forms of slavery and involuntary servitude. Drawing from the disciplines of law, history, land use, architecture, and others, student teams assemble a final portfolio that will inform a spring 2022 School of Architecture studio course that will design a national slavery memorial on the Washington, D.C., waterfront. This course satisfies the ABA Experiential Learning requirement.

ARCH 3105 (22335)

Designing Capital: Histories of Architecture and Accumulation

David Sadighian

F 11am-12:50pm

[No description yet.]

ARCH 3240 (22339)

Spatial Concepts of Japan: Their Origins and Development in Architecture and Urbanism

Yoko Kawai

W 2pm-3:50pm

The seminar explores the origins and developments of Japanese spatial concepts and surveys how they help form the contemporary architecture, ways of life, and cities of the country. Many Japanese spatial concepts, such as *ma*, are about creating time-space distances and relationship between objects, people, space, and experiences. These concepts go beyond the fabric of a built structure and encompass architecture, landscape, and city. Each class is designed around one or two Japanese words that signify particular design concepts. Each week, a lecture on the word(s) with its design features, backgrounds, historical examples, and contemporary application is followed by student discussion. Contemporary works studied include those by Maki, Isozaki, Ando, Ito, SANAA, and Fujimoto. The urbanism and landscape of Tokyo and Kyoto are discussed. Students are required to make in-class presentations and write a final paper. Limited enrollment.



[Image: Jean Baptiste Pillement, *Fantastic Flowers* \(ca. 1795\), Yale University Art Gallery](#)

ARCH 3252 (22340)

Landscape, Film, Architecture

Fatima Naqvi

Th 11am-12:50pm

Movement through post-1945 landscapes and cityscapes as a key to understanding them. The use of cameras and other visual-verbal means as a way to expand historical, aesthetic, and sociological inquiries into how these places are inhabited and experienced. Exploration of both real and imaginary spaces in works by filmmakers (Wenders, Herzog, Ottinger, Geyrhalter, Seidl, Ade, Grisebach), architects and sculptors (e.g. Rudofsky, Neutra, Abraham, Hollein, Pichler, Smithson,

Wurm, Kienast), photographers (Sander, B. and H. Becher, Gursky, Höfer), and writers (Bachmann, Handke, Bernhard, Jelinek). Additional readings by Certeau, Freytag, J.B. Jackson, L. Burckhardt.

ARCH 3301 (22342)

New York as Incubator of Twentieth-Century Urbanism: Four Urban Thinkers & The City They Envisioned

Joan Ockman

F 2pm-3:50pm

The seminar is constructed as a debate among the ideas of four urban thinkers whose influential contributions to the discourse of the modern city were shaped by their divergent responses to New York City's urban and architectural development: Lewis Mumford (1895–1990), Robert Moses (1888–1981), Jane Jacobs (1916–2006), and Rem Koolhaas (1944–). In counterposing their respective arguments, the seminar addresses issues of civic representation and environmentalism, infrastructure development and urban renewal policy, community and complexity, and the role of architecture in the urban imaginary. The focus is twofold: on the contribution of the "urban intellectual" to the making of culture; and on New York's architectural and urban history. New York has been called the capital of the twentieth century. By reassessing the legacy and agency of these visionary thinkers, the seminar not only reflects on New York's evolution over the course of the last century but raises questions about the future of cities in the twenty-first century. A selection of historical and theoretical material complements seminal readings by the four protagonists. Each student is responsible for making two case-study presentations and producing a thematically related term paper. Limited enrollment.

ARCH 3303 (22343)

The Urban Century: Theorizing Global Urbanism

Vyjayanthi Rao

T 2pm-3:50pm

From the beginning of the twentieth century to the present, urbanization has gradually come to dominate political, economic, social, and cultural landscapes of the contemporary world. To be urban was to be modern, and the development of modern social theory relied on using the city as its research laboratory. Two decades into the twenty-first century, features of urbanization such as density, resource extraction, environmental degradation, and intense social inequalities appear to be ubiquitous across different geopolitical conditions. This course presents students with a range of theories that attempt to make sense of the variegated and intersecting conditions that define contemporary urban localities. Building on the understanding offered by these theories, we conclude with an exploration of emerging positions, concepts, and propositions that enable new ways of understanding the centrality of urbanism within a world dominated by uncertainty, speculation, and dystopia.

ARCH 3322 (22345)

Mutualism: Spatial Activism and Planetary Political Solidarity

Keller Easterling

Th 11am-12:50pm

[No description yet.]

ARCH 4222 (22348)

History of Western European Landscape Architecture

Warren Fuermann

F 11am-12:50pm

This course presents an introductory survey of the history of gardens and the interrelationship of architecture and landscape architecture in Western Europe from antiquity to 1700, focusing primarily on Italy. The course examines chronologically the evolution of several key elements in landscape design: architectural and garden typologies; the boundaries between inside and outside; issues of topography and geography; various uses of water; organization of plant materials; and matters of garden decoration, including sculptural tropes. Specific gardens or representations of landscape in each of the four periods under discussion—Ancient Roman, medieval, early and late Renaissance, and Baroque—are examined and situated within their own cultural context. Throughout the seminar, comparisons of historical material with contemporary landscape design are emphasized. Limited enrollment.

ARCH 4294 (22351)

Reckoning with Environmental Uncertainty

Anthony Acciavatti

W 4pm-5:50pm

This seminar will focus on a series of historical episodes since 1200 C.E. that present different approaches to reckoning environmental uncertainty to develop specific social and spatial configurations. Topics range from anthropogenic forests in southern China to seafaring across the Pacific Ocean and from patchworks of agriculture and urban centers throughout the Gangetic plains to the proliferation of observatories across the globe to monitor weather patterns. What ties these diverse places and histories together is but one goal: to understand how strategies for claiming knowledge are entangled with environmental uncertainty. The aim of this course will be to assemble, and consider spatially, a variety of approaches to how people have come to know the world around them and what they have done to account for change.

ENV 642 (21672)

Environmental Justice/Climate Justice

Gerald Torres

MW 10:30am-11:50am

In this course, we focus on the evolution and development of the environmental justice movement. We pay particular attention to its embrace of climate justice, and we ask what conception of justice is at play in both the environmental justice and climate justice movements. We begin with a legal and social-historical survey but quickly bring the inquiry up

to the current moment. We explore the legal and policy developments that have followed the environmental justice critique.

ENV 750 (21689)

Writing the World

Verlyn Klinkenborg

T 2:30-5:20pm

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.

ENV 878 (21729)

Climate and Society: Past to Present

Michael Dove

Th 1:30pm-3:20pm

Seminar on the major traditions of thought and debate regarding climate, climate change, and society, drawing largely on the social sciences and humanities. Section I, overview of the course. Section II, disaster: the social origins of disastrous events; and the attribution of societal "collapse" to extreme climatic events. Section III, causality: the revelatory character of climatic perturbation; politics and the history of efforts to control weather/climate; and nineteenth–twentieth-century theories of environmental determinism. Section IV, history and culture: the ancient tradition of explaining differences among people in terms of differences in climate; and cross-cultural differences in views of climate. Section V, knowledge: the study of folk knowledge of climate; and local views of climatic perturbation and change. Section VI, politics: knowledge, humor, and symbolism in North-South climate debates. The goal of the course is to examine the embedded historical, cultural, and political drivers of current climate change debates and discourses. This course can be applied towards Yale College distributional requirements in Social Science and Writing. The course is open to both graduate and undergraduate students. Enrollment capped.

ER&M 730 (18521)

Race, Migration, and Coloniality in Europe

Fatima El-Tayeb

W 1:30pm-3:20pm

Europe's rise to global dominance is inseparable from the invention of race as a key structuring principle of modernity. Yet, despite the geographic and intellectual origin of this concept in Europe and the explicitly race-based policies of both its fascist regimes and its colonial empires, the continent often is marginal at best in discourses on race. This is particularly true for contemporary configurations, which are often closely identified with the United States as center of both structural racism and of resistance to it. Europe diverges from the US model of racialization in ways that tend to be misread, especially on the continent itself, as the absence of race as a relevant social and political category. Accordingly, most Europeans continue to believe that racial thinking has had no lasting impact on the continent, that race matters everywhere but in Europe and is brought there exclusively through non-white others, whose presence is perpetually perceived as recent, temporary, and problematically upsetting a prior non-racial normalcy. Contrary to this perception, while racial slavery and native dispossession and genocide were foundational to the United States, in Europe, the racializing of religion and colonialism fundamentally shaped and continue to shape the continental identity. Until recently, however, this history was virtually absent from public debates, official commemorations, and policy decisions. This course is devoted to exploring the numerous counter-histories challenging the dominant narrative of European "colorblindness," among them the long history of European Roma and Sinti, the racialization of Muslims, the mainstreaming of white supremacy and the ongoing "refugee crisis," European economic neocolonialism in Africa, anti-Blackness and the legacies of slavery and colonialism, the relationship between racism and anti-Semitism, and strategies of resistance by racialized communities.

F&ES 501a / ANTH 581a

Power, Knowledge, and the Environment

Michael Dove

M 1:00-3:50pm

Introductory graduate course on the social science of contemporary environmental and natural resource challenges, paying special attention to issues involving power and knowledge. Section I, overview of the course. Section II, disasters and environmental perturbation: pandemics, and the social dimensions of disaster. Section III, power and politics: river restoration in Nepal; the conceptual boundaries of resource systems, and the political ecology of water in Mumbai. Section IV, methods: the dynamics of working within development projects; and a multi-sited study of irrigation in Egypt. Section V, local communities: representing the poor, development discourse, and indigenous peoples and knowledge. The goal of the course is to develop analytic distance from current conservation and development debates and discourses. This is a core course for MEM students in YSE, and a core course in the combined YSE/Anthropology degree program. Enrollment is capped.

FREN 841 (20169)

Plant, Animal, Man: The Necessary "Art of Conference"

Dominique Brancher

F 9:25am-11:15am

This seminar examines the relationships between three terms: man, animal, and plant. Cultural history has long privileged the man-animal dyad. We try to understand how in early modern Europe discursive representations, sensitive to the dynamic interactions between these three communities, have built a shared history. We are brought back to the etymology of the term "ecology": these three areas of life interact in the same medium, *oikos*, that can be physical as well as textual. Our investigation thus attempts to sketch an archaeology of Western thought on life, the challenge being to reconstitute a forgotten model of reflection on the community between humanity and other forms of life. Readings in a multidisciplinary corpus that includes medical, legal, and theological productions; agronomic and hunting literature; herbaria; natural history books (Belon, Rondelet, Aldrovandi); travel accounts (Jean de Léry, Thevet); poetry (Ronsard, Baïf, Madeleine and Catherine des Roches); fiction (Alberti, Rostand, Sorel); autobiographical texts (Montaigne, Agrippa d'Aubigné); treatises (Du Bellay, Henri Estienne). Conducted in French.

GLBL 6105 (22241)

Food and Power in U.S. Foreign Relations

Kaete O'Connell

T 9:25am-11:15am

More than simply "sustenance," food has played a pivotal role in the shaping of societies, the development of nations, and waging of war throughout human history. This course examines the histories of food production and consumption in the United States, with a focus on how food guided American interactions with peoples, markets, and governments across the globe. Readings explore the many ways food, as a physical object and social symbol, shaped American foreign relations in formal and informal ways. Our patterns of consumption not only reflect how we see ourselves—we are what we eat—but also draw important distinctions between friend and foe, who we welcome at our table and choose to break bread with. Topics include empire and exploitation, government regulation, matters of taste, war and famine, agriculture and nutritional science, consumer politics, industrial food production, and the globalization of food systems. Students are introduced to the field of U.S. food studies and exposed to a variety of methodologies and styles to better understand how American agricultural abundance shaped U.S. foreign policy in the twentieth century.

HSAR 565 (18872)

The Media of Architecture and the Architecture of Media

Craig Buckley

T 9:25am-11:15am

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.

HIST 883 (17659)

Urban Japan Workshop: Cities and Society, c. 1500–2000

Daniel Botsman

W 1:30pm-3:20pm

Japan is not only home to the largest and, by some measures, most livable, city in the world today, but also it boasts one of the richest archives for the study of urban history. The Urban Japan Workshop offers graduate students and advanced undergraduates the opportunity to explore the rich scholarly literature on Japanese cities across time, while also developing their own individual research projects.



[Image: Unrecorded Philippines artist, *Bowl with Cow's Head Handle*, Yale University Art Gallery](#)

REL 619 (21819)

Eco-Futures: Theology, Ethics, Imagination

Ryan Darr

M 1:30-3:20pm

The looming dangers of climate change, especially given the inadequacy of the global political response, are now evident. Many of those who are paying attention find themselves feeling overwhelmed, powerless, and hopeless in the face of increasing natural disasters, rapidly disappearing species, and compounding environmental injustices. This class begins from these challenges. It asks: Can we sustain hope in a just and sustainable ecological future? Should we sustain such a hope? If so, what would such a future look like? Can we imagine a future beyond fossils fuels,

beyond exploitative and extractivist relations among humans and between humans and the more-than-human world? Can we imagine a decolonial future, a future of multispecies justice? How do these hopes and visions interact with ultimate religious hopes? How should these hopes and visions shape our actions and emotions in this moment? We approach these

issues by reading theological and ethical works together with future-oriented speculative fiction: sci-fi, Afrofuturism, Indigenous futurism, solarpunk, hopepunk. We assess the speculative futures theologically and ethically while also allowing these speculative futures to shape our theological and ethical visions.

REL 827 (20686)

Introduction to Ecospirituality

Melody Escobar

Th 9:30am-11:20am

This course considers the link between ecology and spirituality, concentrating on practical wisdom and experiences that deepen awareness of the ecological crisis and appreciation of our shared belonging within the Earth community. The seminar examines various historical and contemporary resources within Christianity and other religious traditions. Ecofeminism, ecowomanism, and Indigenous teachings inform themes of creation care, interdependence, and ecojustice. Participants are invited to attend to the sacred in their relationship with the natural world, join in "greening" spiritual practice, and discern a pastoral response that fosters the flourishing of all creation. This study seeks to more fully integrate the values of respect, compassion, and connectedness into daily life and ministry. Learning methods include collaborative discourse, analyses of diverse texts and art forms, engagement in ecospiritual practices, creative writing and expression, and design of an "eco-ministry" proposal. Area IV.