



Blue Bayou - Vicky Lilla (2015)

**Environmental Humanities Courses**  
**Spring 2021**  
**Yale University**

## **The Environmental Humanities at Yale**

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

The Yale Environmental Humanities 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 Spring 2021 semester.

### [Undergraduate Courses](#)

### [Graduate Courses](#)

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

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# Undergraduate Courses

[AFST](#) / [AMST](#) / [ANTH](#) / [ARCG](#) / [ARCH](#) / [CLCV](#) / [CSYC](#) / [ENGL](#) / [EVST](#) / [ER&M](#) / [HIST](#) / [HSAR](#) / [SOCY](#) / [URBN](#)

AFST 235 (23689) / ANTH 238/ER&M 239/GLBL 235

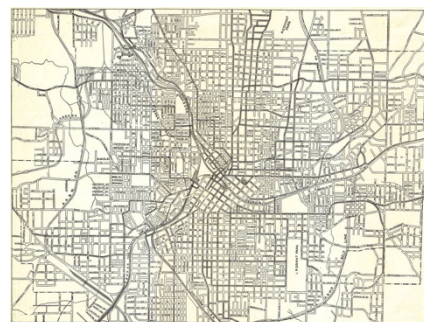
## **Race, Space, Power: Mapping the Global Color Line**

Leslie Gross-Wyrtzen

W 1:30pm-3:20pm

Areas SO

This seminar is an interdisciplinary, comparative exploration of how race makes space and how space makes race in US and global contexts. We explore these relationships through historical and contemporary case studies, with attention to how geographies of white supremacy and settler/colonial power seek to erase or subsume the spatial practices of certain groups of people. Because we take a comparative approach, the cases selected are sited in various locations in the Americas, Africa, and Europe, three regions among many we could have chosen. The goal is not to provide a comprehensive survey of all the places in which race is produced, lived, and reworked, but to identify some of the domains through which race and space are co-produced to shore up powerful groups' dominance over disempowered groups. These domains include the colony, land, the city, the nation and the body—just a few of the many overlapping domains through which we could explore how relationships of power create uneven social and material terrains. Much of the critique we engage with emanates from Black geographic thought (which itself draws upon Black feminist theorizing), postcolonial theory, and settler colonial theory. Students are invited to use the analytical concepts and cases we discuss in class as a starting point for their own explorations of the “fatal couplings of power and difference” (Gilmore 2002) in sites connected to their own research, interests, and political commitments.



AFST 272 (21366) / ANTH 272/ARCG 272

## **African Prehistory**

Jessica Thompson, Roderick McIntosh

MW 9am-10:15am

Areas SO

Survey of archaeological evidence for the original contributions of the African continent to the human condition. The unresolved issues of African prehistory, from the time of the first hominids, through development of food production and metallurgy, to the rise of states and cities.

AFST 399 (23978) / HIST 399J/ER&M 329

## **Art, Technology, and African Modernity**

Daniel Magaziner

TTh 11:35am-12:50pm

Areas HU, WR

The intersection of technology, infrastructure, and artistry in the changing contexts of twentieth-century Africa. Topics include the history of media, including print, radio, film, and social media; architecture and urban design in colonial and post-colonial Africa; medical modernity; and visual culture.



AMST 030 (20658)

## **Cultures of Travel**

Talya Zemach-Bersin

Areas HU

From where does the desire to leave the familiar and experience the unknown emerge? What is the relationship between travel and the production of knowledge? What are the cultural politics of constructing, selling, and consuming “experiences” of alterity? In what ways is tourism today linked to historically constituted systems of power and inequality? This interdisciplinary course draws on anthropology, history, literary criticism,

and feminist, postcolonial, and critical theory to examine the social construction of travelers and the making of knowledge and power through travel. We examine the processes through which displacement and travel yield normalized claims to knowledge, enhanced selfhood, and professional expertise. Through engagement with theoretical texts, case studies, and primary documents, we think critically about privileged discourses of travel. Major course themes include the politics of authenticity, the mythic figure of the traveler, the valorization of displacement as aesthetic gain, the fantasy of “going native,” patterns of consumption, and the pervasive links between travel, authority, power, and knowledge. Students are encouraged to engage their own research interests and to theorize themselves as both travelers and knowledge-producers. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.





AMST 197 (22930) /ARCH 280/HSAR 219/URBN 280

**American Architecture and Urbanism**

Elihu Rubin

MW 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 236 (20337) /HIST 199/HSBM 207/EVST 318

**American Energy History**

Paul Sabin

MW 11:35am-12:25pm

Areas HU, WR

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

AMST 257 (22126) /ENGL 325

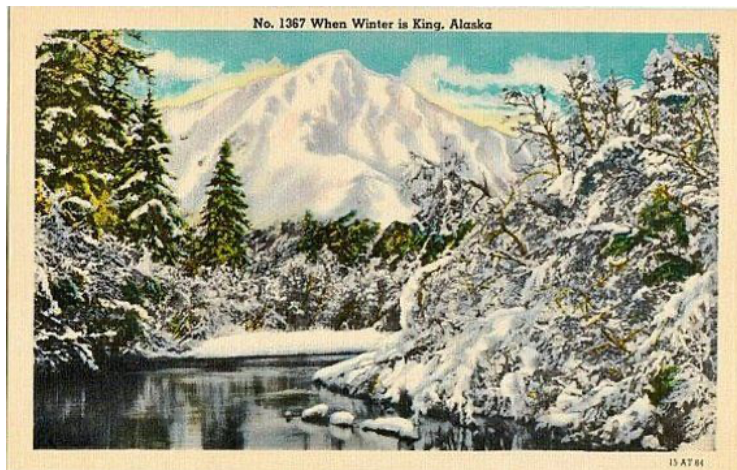
**Modern Apocalyptic Narratives**

Jim Berger

T 9:25am-11:15am

Areas HU

The persistent impulse in Western culture to imagine the end of the world and what might follow. Social and psychological factors that motivate apocalyptic representations. Differences and constant features in apocalyptic representations from the Hebrew Bible to contemporary science fiction. Attitudes toward history, politics, sexuality, social class, and the process of representation in apocalyptic texts.



AMST 258 (24423) /EVST 258

**Wilderness in the North American Imagination**

Patricia Ekpo

T 1:30pm-3:20pm

This is a reading intensive seminar on the foundations of anti-black violence and indigenous displacement and genocide within North American conceptions of wilderness from the 15th century to the present. Canonical texts on nature and the environment, including those from Henry David Thoreau and John Muir, are read alongside scholarship in black and indigenous studies to examine the deeply racialized and capitalist history of concepts such as "wilderness," "nature," and "landscape" and how they intermingle with categories of "slave"

and "savage." Particular attention is paid to aesthetic representations of wilderness in romantic, modern, and contemporary visual art, sculpture, and film.



AMST 348 (23566) /ER&M 381/EVST 304

**Space, Place, and Landscape**

Laura Barraclough

W 3:30pm-5:20pm

Areas SO

Survey of core concepts in cultural geography and spatial theory. Ways in which the organization, use, and representation of physical spaces produce power dynamics related to colonialism, race, gender, class, and migrant status. Multiple meanings of home; the politics of place names; effects of tourism; the aesthetics and politics of map making; spatial strategies of conquest. Includes field projects in New Haven.

AMST 358 (22128) /ENGL 281

**Animals in Modern American Fiction**

Jim Berger

W 1:30pm-3:20pm

Areas HU

Literary portrayals of animals are used to examine the relations between literature, science, and social and political thought since the late nineteenth century. Topics include Darwinist thought, socialism, fascism, gender and race relations, new thinking about ecology, and issues in neuroscience.

AMST 439 (23228) /ER&M 439

**Fruits of Empire**

Gary Okihira

Th 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 452 (22168) /ER&M 452

**Movement, Memory, and U.S. Settler Colonialism**

Laura Barraclough

Th 3:30pm-5:20pm

Areas HU

This research seminar examines and theorizes the significance of movement and mobility in the production and contestation of settler colonial nation-states. 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 the foundations and some of the key debates within each of these fields, we examine four case studies: The Freedom Trail and the Black Heritage Trail in Boston; the Lewis and Clark expedition and its recuperation as a site of healing and education for tribal nations in the Upper Midwest and Northwest; the Trail of Tears and the contest over southern memory; and the relationships between settlement, labor migration, and regional racial formation in California. Students then conduct their own research projects that integrate primary source research on a particular organized movement (of people, non-human animals, ideas, practices) with two or more expressions of memory about that movement (in the form of public history installations, popular culture, literature, music, digital memes, etc.).

AMST 459 (22118) /ANTH 465

**Multispecies Worlds**

Kathryn Dudley

Th 1:30pm-3:20pm

Areas SO

This seminar explores the relational and material worlds that humans create in concert with other-than-human species. Through an interdisciplinary analysis of the problematic subject of anthropology—Anthropos—we seek to pose new questions about the fate of life worlds in the present epoch of anthropogenic climate change. Our readings track circuits of knowledge from anthropology and philosophy to geological history, literary criticism, and environmental studies as we come to terms with the loss of biodiversity, impending wildlife extinctions, and political-economic havoc wrought by global warming associated with the Anthropocene. A persistent provocation guides our inquiry: What multispecies worldings become possible to recognize and cultivate when we dare to decenter the human in our politics, passions, and aspirations for life on a shared planet?



ANTH 220 (24987)

**Human-Wildlife Conflict & Coexistence**

Chloe Chen-Kraus

TTh 11:35am-12:50pm

Areas SO, WR

When reading a news report of a charismatic, well-studied mountain gorilla being killed by poachers, human-wildlife conflict can seem like a simple issue with a clear culprit: the humans doing the killing. In fact, human-wildlife interactions are dynamic and complex. Understanding conflict—and making strides towards human-wildlife coexistence—requires a nuanced and interdisciplinary approach. The focus of this course is on better understanding the diversity and complexities of human-wildlife conflict and strategies for coexistence. In the first

unit, we examine why human-wildlife conflict is becoming a growing issue. During the second unit, we dig into the complexity of human-wildlife conflict using case studies including ivory poaching, hunting of wild animals for meat, crop destruction by elephants, and depredation of livestock by carnivores. We examine various factors (ecological, social, cultural, political, economic) at play and highlight underlying human-human conflicts. In the final unit, we examine approaches to promoting human-wildlife coexistence. In this sophomore writing seminar, students learn to read, think, and write about these issues critically and from both ecological and anthropological perspectives. This is an interdisciplinary course and students from diverse academic backgrounds are welcome.

ANTH 375 (22291) /ARCG 379

**Anthropology of Mobile Societies**

William Honeychurch

W 3:30pm-5:20pm

Areas SO

The social and cultural significance of the ways that hunter-gatherers, pastoral nomads, maritime traders, and members of our own society traverse space. The impact of mobility and transport technologies on subsistence, trade, interaction, and warfare from the first horse riders of five thousand years ago to jet-propulsion tourists of today.



ANTH 382 (25044) /EVST 345/ER&M

395/F&ES 385

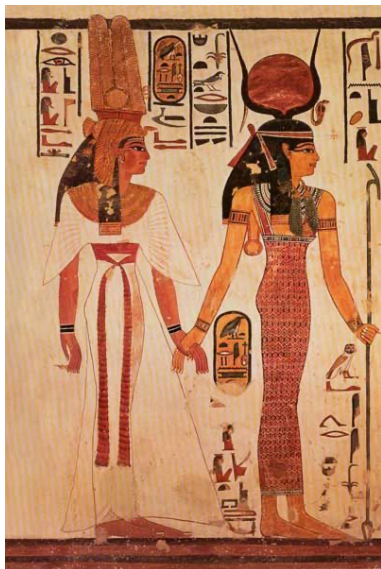
**Environmental Anthropology**

Carol Carpenter

F 9:25am-11:15am

Areas SO

The history and contemporary study of anthropology and the environment, with special attention to current debates regarding human environmental relations. Topics include: nature-culture dichotomy; ecology and social organization; methodological debates; politics of the environment; and knowing the environment.



ARCG 242 (24861) /NELC 244

**Ancient Egyptian Materials and Techniques: Their Histories and Socio-Economic Implications**

Gregory Marouard

TTh 2:30pm-3:45pm

Areas HU

This seminar investigates in detail ancient Egyptian materials, techniques, and industries through the scope of archaeology, history, and socioeconomical, textual as well as iconographic data. When possible ethnoarchaeological and experimental approaches of the antique chaîne-opératoire are discussed in order to illustrate skills and professions that have now completely disappeared. This class is organized according to various themes within a diachronical approach, from the 4th millennium BC to the Roman Period. Copper and precious metals, construction stones, hard stones and gems, glass and faience production, imported wood or ivory, we explore multiple categories of materials, where and how they were collected or exchanged, the way these products were transported, transformed, refined or assembled and the complex organization of the work involved and administration that was required in order to satisfy the tastes of Egyptian elites or their desires to worship their gods. Some other vernacular savoir-faire linked to the everyday life and the death is explored, through food production and mummification practices. The aim of this seminar is not only to give an overview of

the history of techniques for this early civilization but, beyond how things were made, to acquire a more critical view of ancient Egyptian culture through the material culture and as well the strong economic and sociologic implications linked to their objects and constructions—rather than the usual focus on its temples and tombs.

ARCG 322 (24069) /NELC 322

**Urbanism and Urban Society in Ancient Egypt**

Nadine Moeller

MW 2:30pm-3:45pm

Areas HU

The aim of this seminar is to challenge prevailing views on Egypt's non-urban past and to investigate Egypt as an early urban society. The emergence of urban features are traced diachronically starting with the Predynastic period up to the disintegration of the powerful Middle Kingdom state into the New Kingdom with its powerful royal cities and up to the urban transformation of the Late Period and Graeco-Roman times. This seminar offers a synthesis of the archaeological data that sheds light on the different facets of urbanism in ancient Egypt and looks at theoretical concepts and models of urbanism more generally, and how they can be applied to ancient societies. Drawing on evidence from recent excavations, the changing settlement patterns are explored by contrasting periods of strong political control against those of decentralization. On a microlevel, the characteristics of households and the layout of domestic architecture are addressed, which are key elements for understanding how society functioned and evolved over time. In addition, settlement patterns provide further insights into the formation of complex society and the role of the state in the urban development of ancient Egypt.

ARCH 230 (20066) /URBN 230/STCY 176

**Introduction to Study of the City**

T 1:30pm-3:20pm

Areas SO

An examination of forces shaping American cities and strategies for dealing with them. Topics include housing, commercial development, parks, zoning, urban renewal, landmark preservation, new towns, and suburbs. The course includes games, simulated problems, fieldwork, lectures, and discussion.

ARCH 314 (20976) /URBN 314

**History of Landscape in Western Europe and the United States: Antiquity to 1950**

Warren Fuermann

T 1:30pm-3:20pm

Areas HU

This course is designed as an introductory survey of the history of landscape architecture and the wider, cultivated landscape in Western Europe and the United States from the Ancient Roman period to mid-twentieth century America. Included in the lectures, presented chronologically, are the gardens of Ancient Rome, medieval Europe, the early and late Italian Renaissance, 17th century France, 18th century Britain, 19th century Britain and America with its public and national parks, and mid-twentieth century America. The course focuses each week on one of these periods, analyzes in detail iconic gardens of the period, and places them within their historical and theoretical context.



ARCH 324 (20978) /SAST 384/URBN 324  
**The City Before and After the Tubewell**  
Anthony Acciavatti

HTBA

Areas HU

What do such disparate cities as New Delhi, Jakarta, Mexico City, and Phoenix all have in common? In short, each city relies on a fantastic technology that few people know anything about but has transformed the shape and life of cities and their hinterlands: the tubewell. Technologies for drawing up groundwater, tubewells are used in places where municipal water supply is non-existent, unreliable, or often polluted. A minor technology with a global reach, the tubewell is to the city what the elevator was to the skyscraper in the booming American metropolis of the early twentieth century. In this course we look at how tubewells and other decentralized technologies have radically transformed urban and agricultural spaces across the globe since the nineteenth century to the present. We watch how people exult before these technologies; we witness how governments and philanthropies as well as farmers and townspeople appropriate them for radically different ends. And we consider why.



ARCH 325 (24650) /URBN 417

**Fugitive Practice: Introducing, Recentering, and Exploring Black and Indigenous Design Methods**

F 9:25am-11:15am

Areas HU

This seminar introduces and explores Black, indigenous, and other historically marginalized modes of cultural production—collectively referred to here as “fugitive practices.” The course confronts the erasure (and re-centering) of these modes by rethinking the episteme of architecture—questioning history, planning, and urbanism—but also of the body, the design of objects, and making. Modes of sociocultural and aesthetic production explored in the course may include: improvisation in jazz, hip-hop and social dance; textiles of the Modern African Diaspora and indigenous peoples; informal economies; ingenuity in vernacular architecture; and others. The course is structured around seven two-week “modules,” each containing a seminar discussion, a design exercise, and a short written accompaniment. It is conducted in collaboration with a parallel seminar being offered by faculty at Howard University.

ARCH 341 (20981) /GLBL 253/LAST 318/URBN 341

**Globalization Space**

Keller Easterling

MW 10:30am-11:20am

Areas HU

Infrastructure space as a primary medium of change in global polity. Networks of trade, energy, communication, transportation, spatial products, finance, management, and labor, as well as new strains of political opportunity that reside within their spatial disposition. Case studies include free zones and automated ports around the world, satellite urbanism in South Asia, high-speed rail in Japan and the Middle East, agripoles in southern Spain, fiber optic submarine cable in East Africa, spatial products of tourism in North Korea, and management platforms of the International Organization for Standardization.



CLCV 235 (24513) /HIST 234/HSBM 277

**Medicine and Disease in the Ancient World**

Jessica Lamont

MW 2:30PM-3:20PM

Areas HU

Examination of ancient medicine considering modern fields of pathology, surgery, pharmacology, therapy, obstetrics, psychology, anatomy, medical science, ethics, and education, to gain a better understanding of the foundations of Western medicine and an appreciation for how medical terms, theories, and practices take on different meanings with changes in science and society. All readings in English.

CLVC 258 (20101) /EVST 257/HIST 201

**Ecocultures of Antiquity: Ecocritical Approaches to Ancient Greece and Rome**

Kirk Freudenburg

MW 11:35am-12:50pm

Areas HU

This class examines how the Greeks and Romans exploited their natural surroundings not only as physical resources, but as resources for human thought. The focus is on how ancient thinkers, living lives that were largely city-bound and detached from nature, structured their thoughts about the lives they lived (and about human existence more generally) by reference to their nonhuman surroundings: creatures, plants and places, some of which existed in the real world (in places far off, largely unknown and elsewhere; in places penetrated, explored, and/or told of), others of which existed entirely in the imagination, whether as inherited lore, or as places and creatures invented ad hoc by individuals and groups to get certain kinds of cultural work done. We look not only at the how and what, but at the why of nature's encoding via culture, and vice versa (their symbiosis), paying special attention to ancient Rome (though with a short first glance at Homer, Hesiod and Aristotle). We begin by scrutinizing the categories themselves, attempting to find historically appropriate ways to connect modern ecocritical concerns and ways of thought to the ancient world. Topics include: the cosmos, the heavens, and the first humans (and first peoples in their places); humans in their 'kinds' and animals, wild and tame; mountains, rivers, the sea and the undersea; human and animal foods, farming and food ways; wine and fermentation; groves, forests and trees; gardens, flowers, vegetables and fungi; birds, fish, weasels and snakes; earthquakes, floods and natural disasters; pollution, dirt and the city of Rome; the ecocultural lives of others.



CSBK 330 (24732)

**Northern Power: Resource Extraction vs. Indigenous Sovereignty**

Stephen Longmire

M 1:30pm-3:20pm

This course explores the controversies surrounding two proposed electrical transmission lines that soon could bring more Canadian hydropower into the northeast United States: the Champlain Hudson Power Express and the New England Clean Energy Connect. Proponents argue these are cornerstones of a Green New Deal, of New York and New England's efforts to achieve a carbon-neutral energy economy, while opponents argue they are examples of greenwashing, asking US ratepayers to pay a premium for electricity that does not reduce global greenhouse gas emissions, making them complicit in ongoing human rights abuses and ecological devastation.

The vast reservoirs Hydro-Quebec has created by flooding boreal forests in northern Quebec and Labrador—larger than some New England states—emit methane, a potent greenhouse gas, from rotting vegetation, as well as methyl mercury that poisons fish essential to the diet of Indigenous communities. Quebec argues it is poised to become the “battery” of the northeast and plans more dams. “Northern Power” connects both ends of the proposed transmission lines. It considers the histories of Canada's use of Indigenous lands for resource extraction from colonial times to the present, as well as the need for a new energy economy in this period of climate change.

CSSY 330 (24592)

**Future Cities**

Manasvi Menon, Matthew Triebner

W 7pm-8:40pm

This course addresses the forces that shape contemporary urban life to help us understand and contextualize the future of cities. We explore different elements of city life, from resiliency to retail, using case studies from Brooklyn to Barcelona. Analyzing cities through these multiple “probes” provides insights into how a city functions as well as the values, needs, and priorities of the people who inhabit them.







ENGL 114 – Section 03 (21198)

**The Secret Life of Food**

Andie Berry

MW 4pm-5:15pm

Areas WR

Focusing on the contemporary United States, this course examines how food shapes our cultural and social identities by examining ordinary and celebratory rituals around food, different aspects of food science, historical movements around agricultural labor, and the food entertainment industry.

ENGL 115 – Section 03 (20151)

**Into the #Wild**

Tess Grogan

MW 11:35am-12:50pm

Areas WR, HU

Looking out from the peak of Mount Snowdon one night in 1791, the young hiker William Wordsworth famously saw something “awful and sublime” in the mist-shrouded valleys below. The transcendent power of an authentic encounter with nature—“In that wild place and at the dead of night”—shaped a literary movement and set off a European craze for untamed experience, as nineteenth-century adventurers began flocking to glacial summits en masse. Wilderness was suddenly in vogue. The Romantic elevation of nature played a pivotal role in the great conservation and environmental movements of the twentieth century, but this pursuit of transcendence also had unforeseen consequences. Wordsworth’s bestselling accounts of solitary rambles in the hills near his home helped turn the Lake District into one of the most crowded tourist destinations in England; in the 2019 climbing season alone, eleven people died on Everest as others waited in line to take selfies at the mountain’s summit. This course explores both the strong allure of the wild in the human imagination and the political, ecological, and ethical consequences of this compulsion. What can wilderness literature tell us about the figure of the ‘outdoors type’ or the relationship between environmentalism and adventure culture? What tensions emerge between authentic experience and the careful framing, filtering, and marketing of that authenticity? As the wilderness has receded, finding it has become increasingly urgent. But at what cost

ENGL 279 (23965)

**Indigenous Poetics and Politics of Resistance**

Alanna Hickey

MW 2:30pm-3:45pm

Areas HU, WR

This course interrogates the deep historical relationship between political resistance and poetic expression within particular Indigenous communities, reading broadly on poetics and Native and Indigenous studies. Texts and inquiries span from non-alphabetic writings and Indigenous understandings of communal and political life, to the recent flourishing of formally innovative collections by Indigenous poets working on issues like climate justice, sexual violence, police brutality, and language revitalization. Poets include Heid E. Erdrich (Turtle Mountain Ojibwe), Kathy Jetnil-Kijiner (Marshallese), Layli Long Soldier (Oglala Lakota), Deborah Miranda (Ohlone-Costanoan Esselen), and Leanne Betasamosake Simpson (Nishnaabeg).



ENGL 114 - Section 02 (21197)

**Black and Indigenous Ecologies**

Rasheed Tazudeen

MW 11:35am-12:50pm

Areas WR

Through readings in anthropology, geology, critical race studies, philosophy, literature, and poetry, this course explores the perspectives of indigenous peoples and communities of color in crafting new modes of anti-colonial and anti-racist ecological thought from 1492 to the present.



ENGL 432 (20189)

**Writing about Food**

Barbara Stuart

TTh 11:35am-12:50pm

Areas WR

Writing about food within cultural contexts. Through reading essays written by the luminaries of the food world, students explore food narratives from many angles, including family meals, recipes, cookbooks, restaurant reviews, memoir, and film.



ENGL 459 (22112) /MB&B 459/EVST 215

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

Carl Zimmer

M 1:30pm-3:20pm

Areas WR

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

EVST 211 (20276) /HSHM 211/HIST 416/EPS 211

**Global Catastrophe since 1750**

Bill Rankin

MW 10:30am-11:20am

Areas HU

A history of the geological, atmospheric, and environmental sciences, with a focus on predictions of global catastrophe. Topics range from headline catastrophes such as global warming, ozone depletion, and nuclear winter to historical debates about the age of the Earth, the nature of fossils, and the management of natural resources. Tensions between science and religion; the role of science in government; environmental economics; the politics of prediction, modeling, and incomplete evidence.

EVST 228 (21936) /HUMS 228/HIST 459J/LITR 345

**Climate Change and the Humanities**

Katja Lindskog

MW 7:30pm-8:45pm

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.



EVST 351 (21442)

**The Anthropocene**

Harvey Weiss

Th 9:25am-11:15am?

Areas SO

"The Anthropocene" is the recent and informal designation for the period during which human activity has transformed the Earth. The Anthropocene is now the subject of intense research and debate among environmental historians, archaeologists, botanists, and climate system modelers. The reasons for this are clear: we need to know the history of the Earth's transformation(s) in order to understand present rates of atmospheric, climatic, environmental, demographic, land use, and biodiversity change. What were the magnitudes and rates of these changes, individually or

synchronously, over the past 10,000 years? 4000 years? 100 years? Are these rates of change "normal," unusual, benign, unimportant, or "dangerous?"

EVST 408 (24070) /EAST 409/HIST 329J

**The Environmental History of East Asia**

Mark Frank

T 3:30pm-5:20pm

Areas HU

This course introduces students to the rapidly growing field of East Asian environmental history. Our scope is the interactions of human beings with their environments in China and Japan from antiquity to the present. Most of our class time is devoted to open-ended discussions of readings that are grouped by topic. Most of our readings are of recently published research that challenge earlier understandings of Chinese and Japanese history. Prior knowledge of East Asian history or environmental history is welcome but is not a requirement. The schedule is organized into three units that cover specific themes within East Asian environmental history: (I) The Nature of the State, (II) Plants and Waters, and (III) Human-Animal Relations.



ER&M 325 (22081) /HIST 335/AFST 335

**A History of South Africa**

Daniel Magaziner

TTh 9:25am-10:15am

Areas HU

An introduction to the history of southern Africa, especially South Africa. Indigenous communities; early colonial contact; the legacies of colonial rule; postcolonial mismanagement; the vagaries of the environment; the mineral revolution; segregationist regimes; persistent inequality and crime since the end of apartheid; the specter of AIDS; postcolonial challenges in Zimbabwe, Angola, and Mozambique.

ER&M 392 (22071) /HIST 131J

**Urban History in the United States, 1870 to the Present**

Jennifer Klein

W 1:30pm-3:20pm

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.



ER&M 402 (10302) /AMST 479

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

Leah Mirakhor

W 1:30pm-3:20pm

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.



HIST 128J (20269) /HSHM 475

**Race and Disease in American Medicine**

Sakena Abedin

T 9:25am-11:15am

Areas HU, WR

An exploration of the history of race and disease in American medicine from the late 19th century to the present, focusing on clinical practice and clinical research. We discuss cancer, psychiatric disease, sickle cell disease, and infectious diseases including tuberculosis and HIV. We examine the role of race in the construction of disease and the role of disease in generating and supporting racial hierarchies, with special attention to the role of visibility and the visual in these processes. We also consider the history of race and clinical research, and the implications of racialized disease construction for the production of medical knowledge.

HIST 132J (21712) /AFAM 422

**Plantation Societies in the Greater British Caribbean 1627-1761**

Erin Trahey

W 1:30pm-3:20pm

Areas HU, WR

This upper level writing and reading intensive seminar considers the development of 'slave societies' in the Greater British Caribbean region from 1627 to 1761. In this course, we explore the development and evolution of the plantation economies and societies of Barbados, Jamaica, and South Carolina, and the shift to a racialized form of slavery in America, first codified in the Barbados Slave Code of 1661. Drawing on a wide range of sources, we explore themes including: the Atlantic slave trade, the consolidation of African slavery in the Americas, divisions of labor on sugar and rice plantations, internal marketing economies, spiritual practices of the enslaved and slave resistance and revolt.

HIST 177J (23524) /HSHM 448/WGSS 448

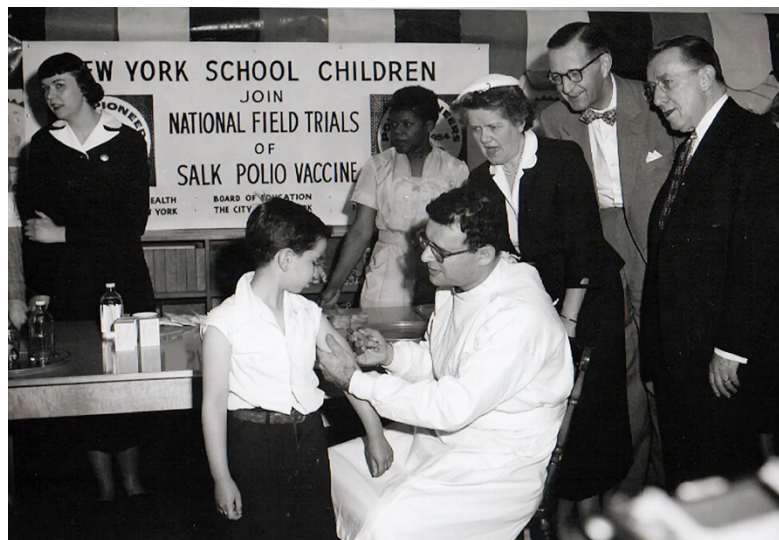
**American Medicine and the Cold War**

Naomi Rogers

Th 9:25am-11:15am

Areas HU, WR

The social, cultural, and political history of American medicine from 1945 to 1960. The defeat of national health insurance; racism in health care; patient activism; the role of gender in defining medical professionalism and family health; the rise of atomic medicine; McCarthyism in medicine; and the polio vaccine trials and the making of science journalism.



HIST 194J (20272) /HSHM 424

**Citizenship, Race, and Public Health in U.S. History**

Miriam Rich

Th 3:30pm-5:20pm

Areas HU, WR

This seminar examines the history of citizenship, race, and public health in the modern United States. The course explores how public health practices structured shifting boundaries of social and political inclusion, focusing particularly on the late nineteenth and early twentieth centuries. How did public health interventions serve to affirm, regulate, or deny the citizenship of different groups? How have public health issues both shaped and been shaped by systems of racial inequality? Topics include the history of public health and immigration, surveillance and regulation of racialized and gendered subjects, eugenics and racial hygiene, health activism and reform, and ethics of public health powers.



HIST 236 (20273) / HSHM 226

**The Scientific Revolution**

Ivano Dal Prete

MW 1pm-2:15pm

Areas HU

The changing relationship between the natural world and the arts from Leonardo to Newton. Topics include Renaissance anatomy and astronomy, alchemy, natural and geo history.

HIST 314J (22299) / SAST 226

**The Environmental History of South and Southeast Asia**

Sunil Amrith

T 1:30pm-3:20pm

Areas HU, WR

This is a research and writing seminar on the environmental history of South and Southeast Asia. We examine a range of approaches to studying the major environmental transformations in a region that is home to a significant part of the world's population. Students write a substantial primary source-based research paper by the end of the course.



HIST 337 (20771) / SAST 330

**The Indian Ocean World**

Sunil Amrith

MW 10:30am-11:20am

Areas HU

This lecture course provides a survey of the Indian Ocean's history, from medieval to contemporary times. By foregrounding oceanic connections, the class links the histories of South Asia, Southeast Asia, the Middle East, and East Africa. Long before the Atlantic, the Indian Ocean was "global"—it was a crossroads of trade and commerce, following the monsoon winds. We study the centuries-long movement of material culture, of cultural and religious ideas across the ocean's arc of port cities. We examine how the Indian Ocean became a crucible of competition between empires, as Europeans hungered for its spices and fabled riches, and eventually established dominion. We examine the vast migration of people across the Indian Ocean that followed—indentured, indebted, and free migrants whose labor shaped the modern world. The legacies of that movement that can be seen to this day, in the multicultural but divided societies around the ocean's rim. In the first half of the twentieth century, the Indian Ocean became a hotbed of political activism; anticolonial movements learned from each other and diasporas became a conduit for new political ideas about nation, race, and equality. Today the Indian Ocean is at the forefront of strategic competition between India and China; perhaps even more significantly, it stands at the front line of climate change and its growing impact. In the last part of the course, we seek to understand how both of these features of the contemporary Indian Ocean world are shaped by a deeper history. Throughout the course, we emphasize how the Indian Ocean world provides a distinctive vantage point from which to understand key processes in global history—slavery and unfree labor, the rise and fall of empires, the formation of diasporas, and massive environmental transformation.



HSAR 150 (20375)

**Introduction to the History of Art: Sacred Art and Architecture**

Jacqueline Jung

MW 11:35am-12:25pm

Areas HU

A wide-ranging, cross-temporal exploration of religious images, objects, and architecture in diverse cultures, from ancient Mesopotamia to modern Manhattan. Buddhist, Christian, Hindu, Jewish, Muslim, and various polytheistic traditions are represented. Thematic threads include the human body; transformations of nature; death, memory, and afterlife; sacred kingship and other forms of political engagement; practices of concealment and revelation; images as embodiments of the divine; the framing and staging of ritual through architecture.

HSAR 383 (23606) /SAST 374

**Sacred Space in South Asia**

Subhashini Kaligotla

TTj 9:25am-10:15am

Areas HU

"Sacred" space in the Indian subcontinent was at the epicenter of human experience. This course presents Buddhist, Hindu, Islamic, and Jain monuments and the gamut of social meanings and activities associated with them. Moving from the ritual spaces of the Indus Valley Culture to nineteenth-century colonial India, we learn how the organization and imagery of these spaces supported devotional activity and piety. We learn too how temples, monasteries, and shrines supported the pursuit of pleasure, amusement, sociability, and other worldly interests. We also explore the symbiotic relationship between Indian kingship and religion, and the complex ways in which politics and court culture shaped sacred environments. The course concludes with European imaginings of Indian religion and religious places.

HSAR 410 (24010) /AMST 332

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

Bryan Wolf

W 1:30pm-3:20pm

Areas HU

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



HSAR 481 (21791)

**The Traveling Object: Trade, Appropriation, Theft & Migration (1500-1820)**

Samuel Luterbacher

W 1:30pm-3:20pm

Areas HU

Trade, economic migration, and violent displacement caused an unprecedented number of people and things to travel across the early modern globe. This seminar explores the portable objects that were created within, and impacted by, the global mercantilisms and colonialisms of the Spanish and Portuguese empires. We follow a series of moving items that defy the traditional categories of singular authors or cultures. Their travels span distant points in

the colonial maritime world, such as Goa, Manila, Mexico City, Nagasaki, Antwerp, Lisbon, and Potosí. Framed as a writing-intensive seminar, we examine how objects were made, transported, and received by communities across imperial realms. In this vein, we consider material and technique, as well as the variety of makers who participated in their creation, including the systems of unequal and oppressive colonial labor inherent within imperial networks of artistic production. Each class will center around 1-2 select Objects in Focus that anchor key themes in the study of transit. Ranging from the high-end to the everyday, these works include ivories, feather mosaics, silverwork, lacquer, ceramics paintings, prints, and textiles, and more. They intersect with a series of discussions on appropriation, reuse, display, theft, copying, gifting, erasure, fashion, labor, and race. The goal of the seminar is to break down totalizing visions of global empire, and to consider moving objects and their afterlives in contemporary institutions. The paths of things past offer a more nuanced view of our own current systems of globalized capitalism and its reflection in artistic production and display to this day.

SOCY 169 (21254)

**Visual Sociology**

Philip Smith

Th 3:30pm-5:20pm

Areas SO

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.



URBN 360 (22716) /ARCH 360

**Urban Lab: An Urban World**

Anne Barrett

Th 10:30am-1:20pm

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.



# Graduate Courses

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AMST 711 (23615)

## **Framing Global American Studies: Hemispheric, Oceanic, Archipelagic**

Lisa Lowe

T 3:30pm-5:20pm

In this seminar we examine the various stakes of “globalizing” American studies and consider the critical emphases and erasures that attach to particular approaches, whether transnational, transatlantic, transpacific, hemispheric, archipelagic, borderlands, or other geopolitical framings of “the global.” We consider the ramifications of emphasizing spatial metaphors for the global and query the relationship of such frames to histories of race, indigeneity, settler colonialism, immigration, diaspora, and empire.

Readings include A. Goldstein, ed., *Formations of United States Colonialism*; C. Levander and R. Levine, eds., *Hemispheric American Studies*; B. Roberts and M. Stephens, eds., *Archipelagic American Studies*; as well as work by R.W. Gilmore, P. Gilroy, K. McKittrick, R. Mawani, O.N. Tinsley, E.M. Dillon, K.-H. Chen, L. Yoneyama, J. Kim, J. Byrd, M.J. Saldaña-Portillo, M. Gómez-Barris, S. Smallwood, M. Karuka, and others.



AMST 747 (20040) /WGSS 633/ANTH 594

## **Affect and Materiality**

Kathryn Dudley

T 1:30pm-3:20pm

Recent scholarship associated with the “affective turn” and “new materialisms” raises important questions about how we, as existents entangled in imperiled ecologies, know and collectively navigate our multispecies worlds. Refusing to accept classic oppositions between mind/body, self/other, and human/nonhuman, this work has inspired anthropologically inclined scholars to rethink the ways we analyze and write about the experiential regimes of settler colonialism, racialized capitalism, and heteronormativity. Rather than reifying divergent approaches to “affect” and “materiality” as discrete fields of knowledge, this course tracks these concepts across domains of inquiry in which they have long been urgently paramount: black, indigenous, and queer studies. Our goal is to recognize and navigate the alliances, interruptions, and aporias that emerge among fellow travelers committed to the project of feeling and producing anti-imperialist histories, geographies, and ontographies.



AMST 848 (22806) /ENGL 853

## **Inventing the Environment in the Anthropocene**

Michael Warner

HTBA

Although the concept of the Anthropocene can be dated in various ways, two of the most important benchmarks seem to be the beginning of industrial production in the late eighteenth century and the uptick in carbon dioxide emissions from the mid-nineteenth century (petroleum came into use during the Civil War). The period between these two moments is also that in which the modern language of the environment took shape, from Cuvier’s discovery of extinction and Humboldt’s holistic earth science to the transformative work of Thoreau and George P. Marsh. This course shuttles between

the contemporary debate about the significance and consequences of the Anthropocene and a reexamination of that environmental legacy. We look at the complexity of “nature,” beginning with the Bartrams, Jefferson, Cuvier, and the transatlantic literatures of natural history; georgics and other genres of nature writing; natural theology; ambiguities of pastoral in American romantic writing (Bryant, mainly); the impact of Humboldt (Emerson, Thoreau, Whitman); westward expansion and Native American writing about land; Hudson School painting and landscape architecture. We also think about the country/city polarity and the development of “grid” consciousness in places like New York City. One aim is to assess the formation and legacy of key ideas in environmentalism, some of which may now be a hindrance as much as a foundation. Secondary readings from Leo Marx, Henry Nash Smith, and William Cronon, as well as more recent attempts to reconceive environmental history (Joachim Radkau), ecocriticism (Lawrence Buell), and related fields, as well as science journalism (Elizabeth Kolbert). Students are invited to explore a wide range of research projects; and one assignment is to devise a teaching unit for an undergraduate class on the same topic.



AMST 903 (22214) /HIST 746/PHUM 903

### Introduction to Public Humanities

Karin Roffman

Th 1:30pm-3:20pm

What is the relationship between knowledge produced in the university and the circulation of ideas among a broader public, between academic expertise on the one hand and nonprofessionalized ways of knowing and thinking on the other? What is possible? This seminar provides an introduction to various institutional relations and to the modes of inquiry, interpretation, and presentation by which practitioners in the humanities seek to invigorate the flow of information and ideas among a public more broadly conceived than the academy, its classrooms, and its exclusive readership of specialists. Topics include public history, museum studies, oral and community history, public art, documentary film and photography, public writing and educational outreach, the socially conscious performing arts, and fundraising. In addition to core readings and discussions, the seminar includes presentations by several practitioners who are currently engaged in different aspects of the Public Humanities. With the help of Yale faculty and

affiliated institutions, participants collaborate in developing and executing a Public Humanities project of their own definition and design. Possibilities might include, but are not limited to, an exhibit or installation, a documentary, a set of walking tours, a website, a documents collection for use in public schools.

ANTH 615 (21415) /HSHM 755

### Anthropological Perspectives on Science and Technology

Lisa Messeri

M 1:30pm-3:20pm

The course focuses on ethnographic work on scientific and technical topics, ranging from laboratory studies to everyday technologies. Selected texts include canonical books as well as newer work from early scholars and the most recent work of established scholars. Divided into four units, this seminar explores the theme of "boundaries," a perennial topic in anthropology of science that deals with the possibility and limits of demarcation. Each week, different kinds of boundaries are examined, and students learn to see their social constructedness as well as the power they carry. We begin by exploring where science is and isn't, followed by the boundary between ourselves and technology, which is a specific example of the third boundary we examine: the one artificially drawn between nature and culture. We end with readings on geopolitics and the technologies of delineating nation from nation as well as thinking about postnational scientific states. Class discussion guides each session. One or two students each week are responsible for precirculating a book review on the week's reading, and a third student begins class by reacting to both the texts and the review. The final assignment is a research paper or a review essay.

ANTH 964 (20361) /HIST 964/HSHM 692/HSAR 842

### Topics in the Environmental Humanities

Kalyanakrishnan Sivaramakrishnan, Paul Sabin

W 5:30pm-7:20pm

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







CLSS 808 (24756) /NELC 500

**Environmental History of West Asia, Egypt, and the Mediterranean**

Harvey Weiss

Th 3:30pm-5:20pm

The new linkages of high-resolution paleoclimate and archaeological and epigraphic records revise earlier historiography for the major disjunctions, including societal genesis, collapse, habitat tracking, and technological and ideological innovations, from 4000 to 40 BCE across west Asia, Egypt, and the Aegean. The seminar synthesizes speleothem and lake, marine, and glacial core records for abrupt climate changes and coincident societal adaptations previously unexplained.

ENGL 719 (20225)

**Ecopoetics, Enlightenment to Romanticism**

Jonathan Kramnick

W 3:30pm-5:20pm

This is a course on poetry and ecology during the long eighteenth century and on the tools and theories of the environmental humanities. We look closely at how genres like pastoral, georgic, locodescriptive, and the greater Romantic lyric considered the countryside, the city, and imperial periphery as particular kinds of spaces and environments. We also look at how ideas of landscape, wilderness, and the garden, of stranger sociability and urban publicity, and of the exotic or oceanic or savage took shape against the backdrop of enclosure and industrialism at home and of empire and colonialism abroad. We pay particular attention to the relation between form and phenomenology in the depiction of ecological surround. Writers include Denham, Gay, Swift, Pope, Thomson, Dyer, Cowper, Smith, Wordsworth, Keats, and Shelley, read alongside theory and history from Raymond Williams to reflections on the Anthropocene.

ENV 631 (23628)

**Poverty, Environment, and Inequality**

Dorceta Taylor

HTBA

This course explores the relationship between poverty, environment, and social inequality. It examines how race and class interact in American rural and urban environments to produce or sustain inequalities, and how structural factors and community characteristics influence environmental outcomes. Students begin by examining the relationship between degraded environments and poor schooling. They examine the environmental hazards that exist in or adjacent to urban and rural public schools. Students analyze inner-city and poor rural communities as they examine disinvestment, the concentration of poverty, efforts to disperse the poor, and the potential for community revitalization. The class examines homelessness and the ways in which climate disasters impact housing experiences. The course also examines another aspect of poverty—the issue of food security—and looks at the rise in community gardening in poor communities as an attempt to combat lack of access to healthy food.



ENV 685 (24738)

**Engaging Landholders and Communities in Conserving and Restoring Tropical Forest Landscapes**

Eva Garen, Alicia Calle

HTBA

The design and implementation of sustainable land management strategies in tropical forest landscapes must effectively involve the people and communities who manage and govern these regions. In many cases, however, practitioners design projects that focus on technical solutions only and ignore people altogether, or base their projects upon incorrect assumptions about the people at the heart of their interventions. These trends ultimately lead to project failure and can cause a host of adverse unintended consequences that further exacerbate the problems that practitioners were trying to resolve. This pattern is particularly prevalent with recent pledges by global organizations and national governments to plant trillions of trees around the globe in an effort to address the adverse effects of climate change (The Bonn Challenge



and Trillion Trees). While these initiatives are well-intended, they largely ignore the sociocultural and political complexities of the landscapes where the trees would be planted, including whether landholders already plant or protect trees and if they want to increase this practice and how; which species they want to plant or protect and how; and the effects of tree planting on land tenure systems, traditional livelihood strategies, and gender dynamics. Little attention is also given to examining who removed the trees from the landscape and why, and whether tree planting is an appropriate solution.



ENV 898 (24292)

### **Environment and Human Health**

Michelle Bell

HTBA

This course provides an overview of the critical relationships between the environment and human health. The class explores the interaction between health and different parts of the environmental system including weather, air pollution, greenspace, environmental justice, and occupational health. Other topics include environmental ethics, exposure assessment, case studies of environmental health disasters, links between climate change and health, and integration of scientific evidence on environmental health. Students learn about current key topics in environmental health and how to critique and understand scientific studies on the environment

and human health. The course incorporates lectures and discussion.

ENV 959 (24027) /EPH 555

### **Clinic in Climate Justice, Climate Policy, Law, and Public Health**

Robert Dubrow, Laura Bozzi, Marianne Engelman-Lado

M 10am-11:50am

This course, an innovative collaboration between Yale School of Public Health, Yale School of the Environment, and Vermont Law School, includes students from both Yale and Vermont Law School. In the course, interdisciplinary student teams carry out applied projects that incorporate elements of climate justice, climate policy, and/or law with public health. Each team works with a partner organization (e.g., state agency, community organization, other nongovernmental organization) or on an ongoing project of the Yale Center on Climate Change and Health and/or the Vermont Law School Environmental Justice Clinic. A given team may include students from one institution or from both institutions, in which case team members work together remotely. The course meets weekly at Yale School of Public Health and Vermont Law School, respectively, connected by Zoom. It affords the opportunity to have a real-world impact by applying concepts and competencies learned in the classroom. This course should be of interest to graduate and professional students across the University and is open to Yale College juniors and seniors. In addition, this course is one of the options available to students to fulfill the practice requirement for the M.P.H. degree at YSPH and the capstone requirement for the M.E.M. degree at the Yale School of the Environment. Enrollment is by application only; check the Yale Center on Climate Change and Health website or the course's Canvas site for more information.



HSHM 749 (21258) /HIST 925

### **Visual and Material Cultures of Science**

Paola Bertucci

Th 1:30pm-3:20pm

The seminar discusses recent works that address the visual and material cultures of science. Visits to Yale collections, with a particular emphasis on the History of Science and Technology Division of the Peabody Museum. Students may take the course as a reading or research seminar.

REL 610 (20871)

**Worship, Cosmos, Creation**

Teresa Berger

Th 1:30-3:20pm

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

REL 677 (22321)

**Natural Disasters in the Christian Tradition: Ritual and Theological Responses**

Mark Roosien

F 1:30pm-3:20pm

Natural disasters are uniquely productive sites of ritual action and theological reflection, cutting to the core of a group’s identity and threatening the stability of theological systems. In the Christian tradition, natural disasters have been critical moments in which the relationship among humans, God, and the world are negotiated, both in ritual action and theological reflection. This seminar explores natural disasters in the Christian tradition by examining ritual and theological responses to environmental catastrophe from early Christianity to the present. The questions raised are: How does environmental instability affect the practice and theory of Christianity? What continuities and discontinuities can be seen in Christian responses to natural disasters across time and space? What resources can the history of disaster responses provide for contemporary religious practice? Students are expected to participate actively in class discussions and write a 10–12-page research paper related to the themes of the course. Students present their work to the class, conference style, in the final two weeks of class. Area II and Area V.



REL 689 (24286)

**Theology, Race, and the Built Environment**

Willie Jennings

W 3:30pm-5:20pm

This seminar explores the processes of building environments and the roles theological reflection and racial reasoning have played and continue to play in those processes. We consider two overarching questions: First, what does it mean theologically to build architectural, geographical, economic, and social environments? Second, how have racial reasoning and racial vision been implicated in that work of building? With these questions we are seeking to articulate the work of creating church and home and the connection between those two works of creating. Area II.



REL 844 (24232)

**Nurturing Hope: Soul Care Amidst Climate Crisis**

Timothy Robinson

Th 9am-10:50am

Liberation theologian Gustavo Gutiérrez has written that “every great spirituality is connected with the great historical movement of the age in which it was formulated,” while eco-theologian Willis Jenkins has stated that the “environmental crisis forms a new global dimension of religious experience.” As the scope and scale of climate crisis become ever clearer, and evidence of its toll on human communities, the human psyche, and the human spirit mounts (eco-anxiety, climate-related trauma, and the material impacts of environmental racism and eco-

colonialism), this course explores what it means to nurture a spirituality of hope in the presence of this grave threat to planetary life. We examine what it means to practice care of souls—our own and those of others—amidst the mounting impacts of climate crisis. Area IV.

REL 906H (22335) /ENV 857

**American Environmental History and Values**

John Grim, Mary Evelyn Tucker

W 4pm-6pm

This course provides an overview of major figures, ideas, and institutions in American environmentalism. The course explores the development of environmental awareness in America as distinct historical strands with diverse ethical concerns. It begins with an examination of Native American perspectives on land and biodiversity and then focuses on writings by Thoreau and Emerson to explore early American voices in the discourse on "nature." Readings from Pinchot, Muir, and Leopold have been selected to investigate the emergence of conservation and forest management. The beginnings of urban and park planning are considered in relation to these positions on the management of nature. Students survey the environmental movements from the 1960s onward in readings from the social sciences and humanities. The course explores the major debates in environmental ethics and the broader reach for global ethics. Writings celebrating biodiversity are examined along with the emergence of conservation biology as an example of engaged environmental scholarship. New efforts to widen the interdisciplinary approaches toward environmental issues are introduced in investigating world religions and ecology as well as cosmology and ecology. Area III and Area V.



REL 917H (22336) /ENV 785

**Asian Religions and Ecology**

John Grim, Mary Evelyn Tucker

T 4pm-6pm

This course introduces students to Asian religious traditions and their intersection with ecology. The first half of the course explores the South Asian religious traditions of Hinduism, Jainism, and Buddhism. The second half explores the East Asian religious traditions of Confucianism, Daoism, and East Asian Buddhism. These traditions are studied in the context of the emerging field of religion and ecology. This course identifies developments in religious traditions that highlight their ecological implications into the contemporary period. In particular, it relates religious concepts, textual analysis, ritual activities, and institutional formations to engaged, on-the-ground environmental projects. It investigates the symbolic and lived expressions in religious ethics and practices that can be defined as religious ecologies. Similarly, it identifies narratives in South Asian religious traditions and East Asian religious traditions that orient humans to the cosmos, namely, religious cosmologies. This interrelationship of narratives and religious environmentalism provides pathways into the study of religion and ecology. At present the rapid modernization in South and East Asia is causing extreme environmental problems. This course investigates Asian religions in relation to this ecological crisis. Both the problems and promise of religions are acknowledged. Religions are now widely seen as significant social, intellectual, and spiritual forces that both shape and are shaped by cultural worldviews. Moreover, religions are containers of symbolic language that often evoke nature's processes and reflect nature's rhythms. The multi-form roles of religions, then, provide historical sources for reflection upon human behavior guided by values embedded in individual and social bodies, projected onto ecosystems, and molded into cosmological narratives. Area V.