



**Public Humanities**

**Guide to Graduate Courses Fall 2020  
Yale University**

## Public Humanities at Yale

Public Humanities supports the fundamental democratic mission of the university, its faculty, students and publics. We offer a series of courses and public programs, including an ongoing podcast series, support both student and faculty public projects and provide teaching opportunities for graduate students. We offer a certificate credential in Public Humanities, though we are not a department.

In each academic year we offer students an expanded curriculum in the theories, methods, practices, and skill sets associated with the Public Humanities. Some of these courses focus directly on the concept of “audience” by building bridges to a wide range of local and regional institutions and their respective publics. Some courses address questions integral to public humanities through related thematic and theoretic interests.

The following list of courses taught by affiliated faculty provides a helpful guide to current graduate course offerings for Fall 2020.

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<https://ph.yale.edu/>

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## Graduate Courses

**AFAM, AFST, AMST, ANTH, ART, CLSS, CPLT, EP&E, ENGL, EPH, FILM, FREN, GLBL, HIST, HPM, HSAR, HSHM, ITAL, JDST, MDVL, MUSI, NV, PHIL, PLSC, PSYC, REL, RUSS, SOCY, WGSS**

### **AFAM 500 (14665) Global Black Aesthetics**

[Tavia Nyong'o](#)

[tavia.nyongo@yale.edu](mailto:tavia.nyongo@yale.edu)

W 1:30pm-3:20pm

Given the planetary scope increasingly implicit in contemporary art practice and the art world, this course asks after the relationship between politics and aesthetics in the current moment of planetary crisis. Critical discussion of the relation between aesthetics and politics is often framed as solely a question of enhancing democratic participation and emancipating publics. However, this approach is limited and does not sufficiently account for colonial modernity's role in the construction of the aesthetic, as well as its role in political relegating and regulating populations as dispossessed and disenfranchised. Readings include contemporary black aesthetic theories of refusal, fabulation, and poetics and draw on readings from Denise Ferreira da Silva, Fred Moten, Tina Campt, Saidiya Hartman, Christina Sharpe, John Keene, Dionne Brand, Édouard Glissant, and Sylvia Wynter.

Prerequisite: one other graduate African American Studies course, preferably [AFAM 505](#).

### **AFST 505 (11987) Gateway to Africa**

[Michael Cappello](#) and [Veronica Waweru](#)

[michael.cappello@yale.edu](mailto:michael.cappello@yale.edu) and [veronica.waweru@yale.edu](mailto:veronica.waweru@yale.edu)

Th 3:30pm-5:20pm

This multidisciplinary seminar highlights the study of contemporary Africa through diverse academic disciplines. Each session features a Yale faculty scholar or guest speaker who shares their unique disciplinary perspective and methodological approach to studying Africa. Topics include themes drawn from the humanities, social sciences, and public health, with faculty representing expertise from across Yale's graduate and professional school departments. The course is intended to introduce graduate students and upper-level undergraduates to the breadth and depth of Yale scholarship on Africa, facilitating the identification of future topics and mentors for thesis or senior paper research. Each weekly seminar focuses on a specific topic or region, and students are exposed to various research methods and techniques in archival research, data collection, and analysis. A specific goal of the course is to impart students with knowledge of how research across diverse disciplines is carried out, as well as to demonstrate innovative methodology, fieldwork procedures, presentation of results, and ethical issues in human subjects research.

**AMST 738 (12627) Advanced Topics in Critical Human Geography**

[Laura Barraclough](#)

[laura.barraclough@yale.edu](mailto:laura.barraclough@yale.edu)

Th 3:30pm-5:20pm

This course supports students in their exploration of more specialized literatures and debates in the field of human geography. Enrollment limited. Prerequisites: at least one graduate course in human geography, such as AMST 667 or its equivalent, and permission of the instructor.

**AMST 746 (12530) / ANTH 503 Ethnographic Writing**

[Kathryn Dudley](#)

[kathryn.dudley@yale.edu](mailto:kathryn.dudley@yale.edu)

T 1:30pm-3:20pm

This course explores the practice of ethnographic analysis, writing, and representation. Through our reading of contemporary ethnographies and theoretical work on ethnographic fieldwork in anthropological and interdisciplinary research, we explore key approaches to intersubjective encounters, including phenomenological anthropology, relational psychoanalysis, affect studies, and the new materialisms. Our inquiries coalesce around the poetics and politics of what it means to sense and sensationalize co-present subjectivities, temporalities, and ontologies in multispecies worlds and global economies. This is a core Anthropology graduate program course; others admitted only by permission of the instructor.

**AMST 623 (20038) Working Group on Globalization and Culture**

[Michael Denning](#)

[michael.denning@yale.edu](mailto:michael.denning@yale.edu)

M 1:30pm-3:20pm

A continuing yearlong collective research project, a cultural studies “laboratory.” The group, drawing on several disciplines, meets regularly to discuss common readings, develop collective and individual research projects, and present that research publicly. The general theme for the working group is globalization and culture, with three principal aspects: (1) the globalization of cultural industries and goods, and its consequences for patterns of everyday life as well as for forms of fiction, film, broadcasting, and music; (2) the trajectories of social movements and their relation to patterns of migration, the rise of global cities, the transformation of labor processes, and forms of ethnic, class, and gender conflict; (3) the emergence of and debates within transnational social and cultural theory. The specific focus, projects, and directions of the working group are determined by the interests, expertise, and ambitions of the members of the group, and change as its members change.

There are a small number of openings for second-year graduate students. Students interested in participating should contact [michael.denning@yale.edu](mailto:michael.denning@yale.edu).

**AMST 814 (10335) / Film 603 / Historical Methods in Film Study**

Charles Musser

[charles.musser@yale.edu](mailto:charles.musser@yale.edu)

T 3:30pm-5:20pm

A range of historiographic issues in film studies, including the roles of technology, exhibition, and spectatorship. Topics include intermediality and intertextuality. Consideration of a range of methodological approaches through a focus on international early cinema and American race cinema of the silent period. Particular attention to the interaction between scholars and archives.

**AMST 838 (12688) / HIST 749 / HSHM 753 Research in Environmental History**

[Paul Sabin](#)

[paul.sabin@yale.edu](mailto:paul.sabin@yale.edu)

Th 1:30-3:20

Students conduct advanced research in primary sources and write original essays over the course of the term. Readings and library activities inform students' research projects. Interested graduate students should contact the instructor with proposed research topics.

**AMST 910 (13434) / AFAM 716 / HIST 764 / Working Group on Latina/o Studies I**

[Stephen Pitti](#) and [Alicia Schmidt Camacho](#)

[stephen.pitti@yale.edu](mailto:stephen.pitti@yale.edu) and [alicia.camacho@yale.edu](mailto:alicia.camacho@yale.edu)

F 9:25am-11:15am

A continuous workshop for graduate students in American Studies, History, African American Studies, and related fields. This group devotes the fall term to intensive reading and discussion of important interdisciplinary texts in Latina/o studies. Students interested in participating should contact [stephen.pitti@yale.edu](mailto:stephen.pitti@yale.edu).

**ART 720 (12652) Graduate Studio: Graphic Design**

[Sheila de Bretteville](#)

[sheila.debretteville@yale.edu](mailto:sheila.debretteville@yale.edu)

Th 1:30pm-5:30pm

For students entering the two-year program. The first-year core studio is composed of a number of intense workshops taught by resident and visiting faculty. These core workshops grow from a common foundation, each assignment asking the student to reconsider text, space, or object. We encourage the search for connections and relationships between the projects. Rather than seeing courses as being discreet, our faculty teaching other term-long classes expect to be shown work done in the core studio. Over the course of the term, the resident core studio faculty help students identify nascent interests and possible thesis areas.

**CPLT 512 (20233) / ENGL 879 / Essays: Moral, Political, and Literary**

[David Bromwich](#)

[david.bromwich@yale.edu](mailto:david.bromwich@yale.edu)

**TBA**

The course surveys the essay as a genre of writing and thinking, from Montaigne to Virginia Woolf. Among the authors are Bacon, Hume, Johnson, Hazlitt, Emerson, Shaw, Gandhi, Sartre. This is a cross-listed graduate seminar in English and Comparative Literature in the Ivy Consortium, taught in alternate weeks at Columbia University and Yale. We test Adorno's thesis that the essay is the distinctively modern and emancipatory form of writing.

**CPLT 935(23239) / FILM 755 / FREN 752 French Cinema through the New Wave**

Dudley Andrew

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T 1:30pm-3:20pm

This seminar uses a sample of twenty films (with clips from many others) to survey four decades of the tradition of French cinema crowned by the privileged moment of the New Wave. Graduate students are asked to challenge the idea of “national cinema” by reporting on some non-canonical or marginal film before midterm. Keeping the culture industry in view, we question the extent to which such a consistently robust cinema has been bound to—or remained partly independent of—a nation that from 1930 to 1970 underwent a depression, a socialist experiment, an occupation, a liberation, and the humiliations of decolonization abroad and social unrest (May ’68) at home. In addition to the midterm contribution, graduate students write a substantial term paper.

**MUSI 230 (11510) Composing for Musical Theater**

Joshua Rosenblum

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F 1:30pm-3:20pm

This course is open to all students (including graduate programs) and from any major, although priority is given to music majors. Knowledge of the basics of music theory and music notation is required, and some familiarity with the musical theater idiom is expected. Some prior composing experience is recommended. Piano skills are very helpful, but not required. Normally the class size is limited, so that all assignments can be performed and fully considered during the class meeting time. Prerequisite: [MUSI 110](#) or equivalent. Enrollment limited to 12. Please contact [joshua.rosenblum@yale.edu](mailto:joshua.rosenblum@yale.edu) with any questions about eligibility.

**NV 959 (13647) / EPH 555 / Clinic in Climate Justice, Climate Policy, Law, and Public Health**

Robert Dubrow, Laura Bozzi, Marianne Engelman-Lado

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Th 3pm-4:50pm in ONLINE

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.

**EP&E 354 (13394) / ENV 959 Rethinking the Political Enlightenment**

[Ian Shapiro](#)

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M 1:30pm-3:20pm

The calamities wrought by Fascism and Nazism, together with growing disillusionment at the excesses and direction Soviet communism and then Mao's China, led many postwar intellectuals to rethink the Enlightenment's promise. In politics that promise had centered on the creation of durable political institutions based on scientific principles that would foster, expand, and protect human freedom. We study the ways in which the harsh realities of twentieth century politics led political theorists to modify, recast, and in some cases reject these Enlightenment aspirations, and we evaluate those responses from the perspective of our contemporary politics. Readings are drawn from, among others, Jonathan Israel, James Tully, Hannah Arendt, Herbert Marcuse, Nicos Poulantzas, Jürgen Habermas, Leo Strauss, Isaiah Berlin, Michel Foucault, Richard Rorty, Alasdair MacIntyre, Charles Taylor, Anthony Appiah, Nancy Fraser, Carole Pateman, Judith Shklar, Quentin Skinner, J.G.A. Pocock, Michael Walzer, and Iris Marion Young. Among the themes discussed are the connections between Enlightenment aspirations and the ideas of modernization, progress, and democracy; the advantages and limitations of periodization in the study of political theory; and teleological conceptions of history. Open to PhD students in Political Science and to graduate students in other departments and programs by agreement with the instructor. Open to undergraduates as space permits, provided they have completed at least three political science courses, one of which is PLSC 114, PLSC 118, or equivalent such as Directed Studies.

**GLBL 582 (14393) / MGT 582 / The Future of Global Finance**

[Jeffrey Garten](#)

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T 3:20pm-6:20pm

Finance can be likened to the circulatory system of the global economy, and we focus on the past, present, and future of that system. The course is designed to deal with questions such as these: What is the global financial system and how does it work? What are the pressures on that system including market, regulatory, political, and social dynamics? What are the key challenges to that system? How can the system be strengthened? In this course we are defining the global financial system (GFS) as encompassing central banks, commercial banks, and other financial institutions such as asset managers and private equity firms, financial regulators, and international organizations. Thus the course encompasses subjects such as the U.S. Federal Reserve and the European Central Bank, Goldman Sachs and the Hong Kong Shanghai Bank, the Carlyle Group and the BlackRock Investment Management Co., the Financial Stability Oversight

Council and the Financial Stability Board, the Bank for International Settlements and the International Monetary Fund. We take a broad view of the GFS including its history, geopolitical framework, economic foundations, and legal underpinnings. We consider the GFS as a critical public good in the same way that clean air is a public good. We look at a number of other key issues such as how the GFS deals with economic growth, economic and financial stability, distributional questions, employment issues, and long-term investments in infrastructure. We discuss how new technologies are affecting several of the biggest issues in global finance. We examine the GFS as a large-scale complex network, thereby compelling us to see it in an interconnected and multidisciplinary way. The emphasis is on the practice of global finance more than the theory. The course is open to graduate students throughout Yale and to seniors in Yale College. It follows the SOM academic calendar. Prerequisite: an undergraduate or graduate course on macroeconomics. In order to enroll in the course, students must attend the first class meeting.

### **GLBL 910 Social Entrepreneurship in Public Health**

[Teresa Chahine](#)

[teresa.chahine@yale.edu](mailto:teresa.chahine@yale.edu)

Sections Vary

This is a case-based course about innovation and entrepreneurship for health equity and drivers of health. Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, racism, gender, and other biases and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, healthy foods, safe environments, and health care. We refer to these as drivers of health. COVID-19 has brought to light for many the complexities in drivers of health, and the role of entrepreneurship and cross-sectoral collaboration in eliminating health disparities. Students examine cases of entrepreneurship for health equity in the United States and globally, using a research-based framework to analyze the role of innovation and design thinking, resource mobilization, financial viability, cross-disciplinary collaboration, and systems strengthening. Cases include start-ups and new ventures within existing institutions, referred to as *intrapreneurship*. Students also examine cases of collective impact, or innovating across multiple institutions. Over the years, students in this class have begun referring to these as *extrapreneurship*. This course brings together students from Yale College, the Graduate School, and the Schools of Management, Public Health, Environment, Divinity, and Engineering & Applied Science.

### **HIST 582 (10441) / RLST 705 / AMST 705 / Readings in Religion in American Society, 1600–2018**

[Harry Stout](#) and [Kenneth Minkema](#)

[harry.stout@yale.edu](mailto:harry.stout@yale.edu) and [kenneth.minkema@yale.edu](mailto:kenneth.minkema@yale.edu)

This seminar explores intersections of religion and society in American history from the colonial period to the present as well as methodological problems important to their study. It is designed to give graduate students a working knowledge of the field, ranging from major recent studies to bibliographical tools. In short, the seminar is a broad readings course surveying religion in



American history from colonization to the present. It is not a specialized research seminar, but it does require a basic understanding of historiography.

**HIST 732 (21253) / Research and Writing the History of the Yale History Department**

T 1:30pm-3:20pm

[Jay Gitlin](#)

[jay.gitlin@yale.edu](mailto:jay.gitlin@yale.edu)

In this seminar, we spend eight weeks in a readings-and-discussion format. Topics include Leopold von Ranke and the rise of source-based “Scientific History,” the establishment of history as part of the core curriculum at Yale in 1917 and as a department in 1919, and the career of Charles M. Andrews and his role in encouraging women graduate students. We examine Allen Johnson and the Chronicles of America Series (fifty volumes and fifteen films). After looking at the modernization of the department in the era of Edmund Morgan, John Morton Blum, Howard Lamar, and C. Vann Woodward, we spend four weeks in research workshops discussing periodization, curricular change, and faculty diversity over time with the intent of producing a publishable history of the department.

**HIST 963 (10457) / HSHM 691 / HSAR 841 / ANTH 963 Topics in the Environmental Humanities**

[Paul Sabin](#) and [Kalyanakrishnan Sivaramakrishnan](#)

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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.

**HIST 970 (14563) / PLSC 327 / PLSC 640 Advanced Topics in Modern Political Philosophy**

[Giulia Oskian](#) and [Isaac Nakhimovsky](#)

[giulia.oskian@yale.edu](mailto:giulia.oskian@yale.edu) and [isaac.nakhimovsky@yale.edu](mailto:isaac.nakhimovsky@yale.edu)

W 1:30pm-3:20pm

This seminar explores key concepts in modern political philosophy at a level appropriate for graduate students (to help prepare for the political theory field exam) and for advanced undergraduates who have completed substantial course work in intellectual history and/or political theory. This term our thematic focus is on the relation between civil society and state institutions, as it has been conceptualized by political philosophy. To pre-register for this seminar, students can use the web address below to fill out a seminar pre-registration application.

These will be accepted between 9am on August 7 and 5pm on August 12. Instructors will select their rosters and wait-lists after the 12th, and students will be informed of the results -- that is, whether they are on the roster or the waitlist for each seminar for which they have completed a form-- by August 17. To access the PLSC 327/PLSC 640 pre-registration application, students must copy and paste this link:

[https://forms.office.com/Pages/ResponsePage.aspx?id=u76M3Tkh-E20EU4-h6vrXDeIrz7mcvNKj\\_KYwzwEm0IURFBKVD RSMU0wNDBDSjZPMFBaSUU0T1NITy4u](https://forms.office.com/Pages/ResponsePage.aspx?id=u76M3Tkh-E20EU4-h6vrXDeIrz7mcvNKj_KYwzwEm0IURFBKVD RSMU0wNDBDSjZPMFBaSUU0T1NITy4u)

### **HPM 617 (13674) Colloquium in Health Services Research**

[Jamie Tam](#)

[jamie.tam@yale.edu](mailto:jamie.tam@yale.edu)

W 12pm-1:20pm in ONLINE

This seminar focuses on the analysis of current issues in health policy and on state-of-the-art methodological issues in health services research. The format includes guest speakers and presentations of ongoing research projects by YSPH and other faculty and graduate students. Students participate in critical discussions of the issues that arise in both types of sessions. Prerequisite: doctoral status or permission of the instructor.

### **HPM 631 / Public Health Entrepreneurship and Intrapreneurship**

[Teresa Chahine](#)

[teresa.chahine@yale.edu](mailto:teresa.chahine@yale.edu)

Varies by Section

This course aims to familiarize students with the principles and practice of innovation and entrepreneurship in the context of public health, as defined by the well-being of society, focusing on social and environmental determinants of health. We examine a set of public health challenges within the context of the Sustainable Development Goals (SDGs), using a hybrid method combining case studies and assignments. Case studies provide an opportunity to analyze cross-cutting challenges faced by innovators and entrepreneurs in the field of public health. Assignments allow students to dig deeper into specific topic areas within public health innovation and entrepreneurship. The target audience for this course includes graduate and undergraduate students in the M.B.A., M.A.M., M.P.H., and other programs at Yale SOM, the School of Public Health, and across campus. The course is a precursor, but not a prerequisite, for ENV 632/MGT 612, where students design ventures tackling social challenges through new or existing organizations.

### **HSAR 547 (12754) Futures in Art History**

[Jennifer Raab](#)

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Th 3:30pm-5:20pm

Addresses professional development in the field of art history through workshops, discussions, and events. Open to all graduate students in the History of Art at any stage of the Ph.D. program.

**HSAR 752 (12717) Art and the American Civil War: Violence, Race, and Memory**

Jennifer Raab

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Th 9:25am-11:15am

The military battles of the American Civil War may have been fought between 1861 and 1865, the Emancipation Proclamation issued in 1863, but the pain, injustice, structural inequalities, and state-sponsored violence that are the legacies of chattel slavery remain. One might say that the Civil War has never really ended. This course looks not only at the visual and material culture produced during the conflict but also its far-reaching future effects. We explore the emergence of photojournalism and the illustrated newspaper; African American activism and the use of photographic portraiture; radical shifts in religious and cultural rituals surrounding death and mourning; the material culture of disability; the absence of traditional history paintings and the surge of white supremacist sculptures after Reconstruction; and how the violence and trauma of war and enslavement pose distinct ethical and representational challenges for visual media. The course ends by considering the recent movement to take down Confederate statues and monuments and the broader questions raised about art in public spaces, the suppression of histories of racial violence and imperialism, and the possibilities and limitations of memorialization. Permission of instructor required; priority is given to graduate students.

**ITAL 783 (12623) / FILM 779 Italian Film Ecologies: Yesterday, Today, and Tomorrow**

Millicent Marcus

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W 3:30pm-5:20pm

Landscape and the natural environment have never occupied “background” status in Italian film. Given the spectacular visual presence of its terrain—thanks to the relative proximity of mountain chains and the long seacoast—and given the pivotal importance of farming and pasturage in this traditionally agrarian economy, the synergy between the human and natural worlds has played a prominent role in Italian filmmaking since the very inception of the industry. Most recently, two developments have pushed this issue to the forefront of scholarly attention: the advent of ecocriticism, which found one of its earliest and most influential champions in Serenella Iovino, and the establishment of regional film commissions, grassroots production centers that sponsored cinematic works attuned to the specificity of “the local.” The course includes study of films that predate our current environmental consciousness, as well as recent films that foreground it in narrative terms. In the case of the older films, which have already attracted a great deal of critical commentary over time, we work to shift our interpretive frame in an “eco-friendly” direction (even when the films’ characters are hardly friends of the environment). Among the films considered are *Le quattro volte*, *Il vento fa il suo giro*, *L’uomo che verrà*, *Gomorra*, *L’albero degli zoccoli*, *Riso amaro*, *Red Desert*, *Christ Stopped at Eboli*, and *Il ladro di bambini*. We screen one film a week and devote our seminars to close analysis of the works in question.

**JDST 692 (14131) / REL 936/ HSAR 731/ RLST 798 Witnessing, Remembrance, Commemoration**

Margaret Olin

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Th 1:30pm-3:20pm

Memory and its expressions structure and inform many aspects of contemporary visual culture. Beginning with Albert Camus's novel *The Plague*, this seminar pursues readings about memory and witnessing chosen from among the works of such writers as Sigmund Freud, Frances Yates, Maurice Halbwachs, and the authors of the book of Genesis, as well as writings about commemoration by James Young and Pierre Nora, among others. Discussions apply these readings to the study of witnessing and memorializing as artistic practices and examine visual realizations of such works, including some monuments and memorials near campus—but with a nonexclusive emphasis on Jewish examples, such as videos in the Fortunoff archive. Student projects center on theory or on special cases of witnessing or commemoration, ritual, memorial practice, and monuments, whether built, written, aural, electronic, or played out on the streets. Qualified undergraduates welcome.

**MDVL 506 (11316)/ HIST 506/ CLSS 856 Human Migration in Antiquity**

Noel Lenski

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M 3:30pm-6pm

This course examines the processes of human migration in premodern societies with an emphasis on ancient Rome. It explores voluntary and forced migrations, their motivations, processes, and outcomes. Particular attention is paid to sources and problems in the period of late antiquity, when human migration helped drive the collapse of the Roman Empire.

**MDVL 946 (11307)/ ITAL 946/ ENGL 699/ CPLT 658 Early Modern Ecologies:  
Representing Peasants, Animals, Labor, Land**

Jane Tylus

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Th 3:30pm-5:20pm

To what extent does writing about the land and depicting landscapes in early modern Europe reflect a new interest in engaging the boundaries between the human and nonhuman? What does it show about the commitment of artists and intellectuals to representing cultures and environments not necessarily their own? And how did writers and artists seek to legitimize their intellectual labors by invoking images of agricultural work? Since antiquity, artists have often chosen to make the countryside and its human and nonhuman denizens symbols of other things: leisure, song, exile, patriotism, erotic sensibilities, anti-urbanism. Early Christianity in turn embraced the desert—and the countryside—as a space for spirituality. We explore these origins and turn to the early modern period, when such interests exploded into poems, novels, plays, and paintings—a period that coincided with new world discoveries and new possibilities for “golden ages” abroad. We read works by Virgil, St. Jerome, Petrarch, Shakespeare, Spenser, Milton, Tasso, Seamus Heaney, and others, and take at least one trip to a local gallery (in New Haven or New York). Finally, we explore recent work in ecocriticism and environmental studies in order to grapple with ancient and early modern understandings of the natural world.

**MCDB 517 (23327) / MB&B 517 / ENAS 517 / PHYS 517 Methods and Logic in  
Interdisciplinary Research**

Corey O'Hern  
[corey.ohern@yale.edu](mailto:corey.ohern@yale.edu)

MW 5:30pm-7:30pm

This half-term PEB class is intended to introduce students to integrated approaches to research. Each week, the first of two sessions is student-led, while the second session is led by faculty with complementary expertise and discusses papers that use different approaches to the same topic (for example, physical and biological or experiment and theory). Counts as 0.5 credit toward graduate course requirements.

**PHIL 421(10608) John Rawls**

T 9:25am-11:15am

Thomas Pogge  
[thomas.pogge@yale.edu](mailto:thomas.pogge@yale.edu)

This seminar offers a close study of Rawls's principal writings. It explores how his thinking evolved in communication with contemporary debates in philosophy, political science, law, and economics. And it probes the suitability of his mature conception of justice in regard to the role Rawls intended this conception to play in the 21st century United States. Featuring ample feedback on written and oral work, this seminar is meant to prepare students for future graduate work at a top institution. Prerequisites: Two courses with substantial normative content.

**PHIL 660 (11027) / PHIL 460 Hylomorphism: A Critical Assessment of Aristotle's and Neo-Aristotelian Theories**

David Charles  
[david.charles@yale.edu](mailto:david.charles@yale.edu)

W 9:25am-11:15am

Hylomorphism is, in broad outline, the idea that substances and artifacts are made up of matter and form (or structure). A statue is, on this account, made up of its matter (for example, clay) and its shape (for example, that of Athena), if the clay statue is a statue of Athena. You and I are not simply quantities of physical materials; we are physical materials with a certain form or organization. This idea has been employed by Aristotle and by several recent writers, such as David Wiggins, Kit Fine, and Kathrin Koslicki, to answer questions about identity over time, change, and generation. It has also been used to address mind-body problems, taking the body as matter and the mind as form. Specific questions to be investigated include: (1) What is a form? Is it best understood in terms of structure, capacity, activity? (2) What is the relation between form and matter in a substance and artifact? (3) What are the causal roles of matter and form in a substance or artifact? But our general goal is to assess the strengths and weaknesses of the hylomorphic account of substances and artifacts. Priority for enrollment is given to graduates and advanced undergraduates (seniors and juniors) in philosophy or classics. Auditors are allowed subject to enrollment and with the permission of the instructor; they are expected to attend all classes, complete all reading assignments, and participate in class discussion, but not to complete writing assignments.

**PHIL 756 (20648) / CLSS 802 Plato's *Protagoras***

**Verity Harte and Brad Inwood**

[verity.harte@yale.edu](mailto:verity.harte@yale.edu) and [brad.inwood@yale.edu](mailto:brad.inwood@yale.edu)

W 3:30pm-5:20pm

The class reads and discusses the Greek text of Plato's *Protagoras*, a central work of Plato's ethics and moral psychology and of his engagement with the fifth-century intellectual Protagoras. Over the course of the term, we read the entire dialogue, with detailed in-class discussion each week of focused passages chosen from larger sections of the work. This core course for the combined Ph.D. program in Classics and Philosophy is open to all graduate students in Philosophy or Classics who have suitable preparation in Attic Greek (L5 equivalent) and some prior knowledge of ancient philosophy. Others interested in taking or attending the class must have prior permission of the instructors. Undergraduates are not normally admitted.

**PLSC 778 (22749) Comparative Politics II**

[Elizabeth Nugent](mailto:elizabeth.nugent@yale.edu)

[elizabeth.nugent@yale.edu](mailto:elizabeth.nugent@yale.edu)

The second part of a two-part sequence designed to introduce graduate students to the fundamentals of comparative politics, including the major debates, topics, and methods.

**PLSC 803 (22750) American Politics III: Institutions**

[Kelly Rader](mailto:kelly.rader@yale.edu)

[kelly.rader@yale.edu](mailto:kelly.rader@yale.edu)

A graduate-level course, open to undergraduates, designed to introduce students to research on American political institutions. We examine different explanations for and models of the sources of institutions, discuss their internal organization and governance, and consider the effects of institutions on outcomes of interest. Topics include alternatives to institutions, agenda-setting models, influences on bureaucratic decisions, the size of government and state building, congressional organization, the presidency, policy feedback and path dependence, and interest groups. Course work includes reading and writing assignments.

**PLSC 930 (15379) American Politics Workshop**

Christina Kinane

[christina.kinane@yale.edu](mailto:christina.kinane@yale.edu)

The course meets throughout the year in conjunction with the ISPS American Politics Workshop. It serves as a forum for graduate students in American politics to discuss current research in the field as presented by outside speakers and current graduate students. Open only to graduate students in the Political Science department. Can be taken as Satisfactory/Unsatisfactory only.

**PLSC 932 (15380) Comparative Politics Workshop**

[Daniel Mattingly](mailto:daniel.mattingly@yale.edu) and [Didac Queralt](mailto:didac.queralt@yale.edu)

[daniel.mattingly@yale.edu](mailto:daniel.mattingly@yale.edu) and [didac.queralt@yale.edu](mailto:didac.queralt@yale.edu)

A forum for the presentation of ongoing research by Yale graduate students, Yale faculty, and invited external speakers in a rigorous and critical environment. The workshop's methodological and substantive range is broad, covering the entire range of comparative politics. There are no formal presentations. Papers are read in advance by participants; a graduate student critically discusses the week's paper, the presenter responds, and discussion ensues. Detailed information can be found at <https://campuspress.yale.edu/cpworkshop>. Open only to graduate students in the Political Science department. Can be taken as Satisfactory/Unsatisfactory only.

### **PLSC 934 (15381) Political Theory Workshop**

[Helene Landemore-Jelaca](#) and [Bryan Garsten](#)

[helene.landemore@yale.edu](mailto:helene.landemore@yale.edu) and [bryan.garsten@yale.edu](mailto:bryan.garsten@yale.edu)

An interdisciplinary forum that focuses on theoretical and philosophical approaches to the study of politics. The workshop seeks to engage with (and expose students to) a broad range of current scholarship in political theory and political philosophy, including work in the history of political thought; theoretical investigations of contemporary political phenomena; philosophical analyses of key political concepts; conceptual issues in ethics, law, and public policy; and contributions to normative political theory. The workshop features ongoing research by Yale faculty members, visiting scholars, invited guests, and advanced graduate students. Papers are distributed and read in advance, and discussions are opened by a graduate student commentator. Detailed information can be found at <http://politicaltheory.yale.edu>. Open only to graduate students in the Political Science department. Can be taken as Satisfactory/Unsatisfactory only.

### **PSYC 530 (11249) / INP 530 Foundations of Neuroscience: Biological Bases of Human Behavior**

[Dylan Gee](#)

[dylan.gee@yale.edu](mailto:dylan.gee@yale.edu)

MW 1pm-2:15pm

The purpose of this course is to provide students with an understanding of the biological factors underlying human cognition and behavior. Particular emphasis is placed on the mechanisms associated with individual differences in healthy functions (including emotion regulation, stress sensitivity, higher cognition, reward sensitivity, impulsivity, and social functions) and their relations with psychiatric and neurological disorders. Biological factors to be covered include genetic, neuroanatomical, neurophysiological, neurochemical, hormonal, and neuropsychological influences. Several of the initial sessions are devoted to basic topics (e.g., neurons, neuronal signaling, brain systems), before we begin our discussion of the neural basis of behavior and cognition. We also cover seminal work on animal models for mechanistic insights into the neurobiology of human behavior. Graduate students with any neuroscience research interest are encouraged to take this course. Required of Psychology Ph.D. students in the neuroscience area.

**REL 627 (20874) Passion and Atonement: The Cross in Contemporary Theological Discussion**

[Mark Heim](#)

[mark.heim@yale.edu](mailto:mark.heim@yale.edu)

F 1:30pm-3:20pm

This course explores the significance of the death of Jesus and engages contemporary discussion of theologies of atonement. The objectives are for students to demonstrate knowledge of major interpretive views of the cross in the Christian theological tradition; demonstrate understanding of major contemporary criticisms of atonement doctrine and some major reconstructions of it; encounter the work of René Girard and its relevance for theological reflection; and develop and state their own theological framework for addressing these issues personally, pastorally, and institutionally. Area II. Prerequisite: one term of theology at graduate level or equivalent.

**REL 629 (11105) Theology and Medicine**

[Mark Heim](#) and [Benjamin Doolittle](#)

[mark.heim@yale.edu](mailto:mark.heim@yale.edu) and [benjamin.doolittle@yale.edu](mailto:benjamin.doolittle@yale.edu)

Th 1:30pm-3:20pm in ONLINE

Team-taught with a member of the Yale School of Medicine faculty, this course explores the challenges of contemporary medicine from a theological perspective. It considers theological resources relevant for the practice of medicine and examines the practice of medicine as a resource for deepening theological reflection. Topics of traditional interest in both fields—suffering, illness, healing, and well-being—are addressed in interdisciplinary terms. The focus is not on chaplaincy ministry but on a conversation among those who reflect on the application of physiological science and religious wisdom to human need. Key to this conversation is recognition that doctors and theologians share a need for the healing and spiritual health they hope to nurture in others. There are several field trips to and class meetings at Yale New Haven Hospital. Students attend rounds with medical teams, explore laboratory settings, and meet with faculty who practice in settings where the spirit and body intersect, through cooperation with the Program for Medicine, Spirituality, and Religion at Yale School of Medicine. Area II. Prerequisite: one term of graduate-level study of theology is assumed.

**REL 649 (11110) Christ and the Bodhisattva: Comparative Theology and Buddhist Wisdom**

[Mark Heim](#)

[mark.heim@yale.edu](mailto:mark.heim@yale.edu)

W 3:30pm-5:20pm in ONLINE

Christ and the Bodhisattva: Comparative Theology and Buddhist Wisdom

This course provides a brief introduction to the general field of comparative theology, a basic orientation to Mahayana Buddhist teaching and practice (with a particular focus on the case of the bodhisattva through the lens of Shantideva's classic *The Way of the Bodhisattva*), and an exploration of Christian comparative reflection on these sources. The class engages several prominent theologians working in the Buddhist-Christian theological conversation and explores the ways in which Christian thought and practice can be informed by comparative learning from Buddhist sources. Area II and Area V. Prerequisite: one term of graduate-level study of theology or equivalent.



## **REL 660 (20876) / WGSS 661 Queer Theology**

[Linn Tonstad](#)

[linn.tonstad@yale.edu](mailto:linn.tonstad@yale.edu)

Th 1:30pm-3:20pm

This course provides an introduction to queer theology, its theoretical grounding in queer theory, and some of its current controversies and possibilities. The first part of the course considers the idea of queerness as it emerges in some of queer theory's major theoretical strands, including queer's relation to capitalism and radical social change, queer of color theory, tensions between queerness and gay and lesbian identity, and method in queer studies. The second part of the course surveys contemporary queer theology from a variety of directions. We examine the dominant Christian and some Jewish approaches to queer theology; ask questions about method, representation, and the nature of complex symbol systems; look at the developing field of trans theology; and consider whether and how religious symbols and claims can reflect or help to transform the social conditions of queer life. The final part of the course looks at performance and performance art, resignification, genre, and the promise of queer religious reflection beyond Christianity and Judaism. Area II. Prerequisite: graduate-level seminar in theology, philosophy, or WGSS/LGBT studies, or permission of the instructor.

## **REL 972 (12726) Pandemic Ethics**

[Jennifer Herdt](#)

[jennifer.herdt@yale.edu](mailto:jennifer.herdt@yale.edu)

W 1:30pm-3:20pm in ONLINE

Our ongoing experiences with the COVID-19 pandemic, and with the ways in which it threatens already vulnerable populations, raise a host of urgent ethical questions. Some of these are often discussed within medical ethics: How are scarce medical resources to be allocated? What are the special obligations of medical professionals in situations of personal risk? What of other frontline workers, who assumed no such special duties, but are nevertheless at higher risk? What moral principles guide vaccine development and testing? Others are addressed by the discipline of public health ethics: Are governments justified in imposing quarantines that limit individuals' ability to earn a living? How are infringements of liberty for the sake of public health to be justified? What constitutes just access to health care, and how is this access to be secured? What do we as a society owe to those working on the front lines? To those at greater risk due to their impoverishment or incarceration? Other questions have to do with the ethical use of information technologies and big data: Is it justifiable to use cell phone data for tracing purposes? Does this unjustly interfere with rights to privacy, and under what conditions? Yet other issues are raised as the COVID-19 pandemic draws attention to, or distracts from, other matters: systemic racism (blacks in the United States were, as of May 2020, three times as likely to die of COVID-19 as whites), the climate crisis, animal welfare. This course offers an opportunity to reflect on these questions, guided by leading scholarship in bioethics, public health ethics, and data science ethics, informed by Christian ethical reflection, and in dialogue with current events. Area V and Area II. Prerequisite: one graduate-level course in ethics or systematic theology.

### **RUSS 689 (22369) Russian Symbolist Poetry**

[Marijeta Bozovic](#)

[marijeta.bozovic@yale.edu](mailto:marijeta.bozovic@yale.edu)

F 1:30pm-3:20pm

This graduate seminar explores Russian Symbolist poetry in cultural and international contexts. We study the philosophical foundations (Nietzsche, Solovyov); the preoccupation with various temporalities (modernity); the longing for total art (Wagner) bounded by lyric form; aestheticism; utopianism; decadence; and other topics. Our readings include the works of Vladimir Solovyov, Valery Bryusov, Konstantin Balmont, Fedor Sologub, Zinaida Gippius, Mikhail Kuzmin, Vyacheslav Ivanov, Andrei Bely, and Aleksandr Blok—as well as of “post-Symbolists” Nikolai Gumilyov, Anna Akhmatova, Osip Mandelstam, and Marina Tsvetaeva. Our approach emphasizes prosody, genre, and medium as well as the dissemination of ideas across media and cultures. Weekly practices involve close reading, research, theoretical reframing, and ongoing collaborative participation and presentations.

### **SOCY 628 (10817) Workshop in Cultural Sociology**

[Jeffrey Alexander](#) and [Philip Smith](#)

[jeffrey.alexander@yale.edu](mailto:jeffrey.alexander@yale.edu) and [philip.smith@yale.edu](mailto:philip.smith@yale.edu)

F 11am-1pm

This workshop is designed to be a continuous part of the graduate curriculum. Meeting weekly throughout both the fall and spring terms, it constitutes an ongoing, informal seminar to explore areas of mutual interest among students and faculty, both visiting and permanent. The core concern of the workshop is social meaning and its forms and processes of institutionalization. Meaning is approached as both structure and performance, drawing not only on the burgeoning area of cultural sociology but on the humanities, philosophy, and other social sciences. Discussions range widely among methodological, theoretical, empirical, and normative issues. Sessions alternate between presentations by students of their own work and by visitors. Contents of the workshop vary from term to term, and from year to year. Enrollment is open to auditors who fully participate and for credit to students who submit written work.

### **WGSS 700 (20954) Feminist and Queer Theories**

[Evren Savci](#)

[evren.savci@yale.edu](mailto:evren.savci@yale.edu)

T 1:30pm-3:20pm

This course is designed as a graduate introduction to feminist and queer thought. It is organized by a number of key terms and institutions around which feminist and queer thinking has clustered, such as the state, the law, religion, family and kinship, capitalism and labor, the body and language, knowledge and affect, globalization and imperialism, militarism and security. The “conversations” that happen around each term speak to the richness of feminist and queer theories, the multidimensionality of feminist and queer intellectual and political concerns, and the “need to think our way out of these crises,” to cite Jacqui Alexander and Chandra Mohanty. The aim is to leave students appreciating the hard labor of feminist and queer thought, and understanding the urgencies out of which such thinking emerges.