



Public Humanities

Guide to Graduate Courses Spring 2021
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 Spring 2021.

Website:

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

More on the new certificate program:

<https://ph.yale.edu/about-the-certificate-program>

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Note to PH certificate students: after consulting the following expansive list of course offerings for spring semester, please note that you need to confirm with the Public Humanities DGS or Associate DGS before taking the class as a PH theory or methodologies course.

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 584 (2310) / SOCY 584 Inequality, Race, and the City

Elijah Anderson

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M 11:30am-1:20pm

Urban inequality in America. The racial iconography of the city is explored and represented, and the dominant cultural narrative of civic pluralism is considered. Topics of concern include urban poverty, race relations, ethnicity, class, privilege, education, social networks, social deviance, and crime.

AFAM 626 (22420) / RLST 626 / HIST 721 African American Religious History

Nicole Turner

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M 1:30pm-3:20pm

African American religions have been central to the African American experience since Africans arrived in North America. An amalgam of traditional African religions, Christianity, Islam, Judaism, and African American ingenuity, African American religions are dynamic and multifaceted. Although they are often depicted as sources of black resilience and emblems of black resistance, they have also been critiqued for marginalizing and racializing black people, as well as encoding archaic gender paradigms and reinforcing class divisions. This course explores the ways histories of African American religions have produced these various interpretive frames. Questions that animate the course include: What role have African American religions played in African American life? How have scholars studied the history of African American religions and ultimately shaped the discourse about African American religious life, and by extension African American history? The course engages foundational works, such as Albert Raboteau's *Slave Religion* and Evelyn Brooks Higginbotham's *Righteous Discontent*, as well as newer works like Judith Weisenfeld's *New World A-Coming* and Matthew Harper's *The End of Days*.

AFAM 763 (20366) / AMST 731 / HIST 747 Methods and Practices in U.S. Cultural History

Matthew Jacobson

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M 9:25am-11:15am

This sampling of U.S. cultural history from the early national period to the present is designed to unfold on two distinct planes. The first is a rendering of U.S. culture itself—a survey, however imperfect, of the major currents, themes, and textures of U.S. culture over time, including its contested ideologies of race and gender, its organization of productivity and pleasure, its media and culture industries, its modes of creating and disseminating “information” and “knowledge,” its resilient subcultures, and its reigning nationalist iconographies and narratives. The second is a sampling of scholarly methods and approaches, a meta-history of “the culture concept” as it has informed historical scholarship in the past few decades. The cultural turn in historiography since the 1980s has resulted in a dramatic reordering of “legitimate” scholarly topics, and hence a markedly different scholarly landscape, including some works that seek to narrate the history of the culture in its own right (Kasson's history of the amusement park, for instance),

and others that resort to cultural forms and artifacts to answer questions regarding politics, nationalism, and power relations (Melani McAlister's *Epic Encounters*). In addition to providing a background in U.S. culture, then, this seminar seeks to trace these developments within the discipline, to understand their basis, to sample the means and methods of "the cultural turn," and to assess the strengths and shortcomings of culture-based historiography as it is now constituted.

AFAM 771 (20665) / AMST 830 / HIST 729 The American Carceral State

Elizabeth Hinton

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T 1:30pm-3:20pm

This readings course examines the historical development of the U.S. carceral state, focusing on policing practices, crime control policies, prison conditions, and the production of scientific knowledge. Key works are considered to understand the connections between race and the development of legal and penal systems over time, as well as how scholars have explained the causes and consequences of mass incarceration in America.

AFAM 777 (22095) / AMST 707 / WGSS 741 Race, Colorblindness, and the Academic Disciplines

Daniel HoSang

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W 1:30pm-3:20pm

Examines the ways that academic disciplines in the social sciences, humanities, and natural sciences have developed in relation to white supremacy and colonialism, and their imbrication in theories of racial hierarchy and conquest. Foregrounds the racial histories and colorblind defenses of race neutrality in fields as diverse as social psychology, the law, musicology, literary studies, sociology, and gender studies to reveal the contradictory role of the academy in constructing, naturalizing, and reproducing frameworks of racial domination. Considers the ways that insurgent scholars and formations have contested these traditions to discredit these traditions and deploy disciplinary methods and theorizations toward emancipatory ends. Engages work by Kimberlé Crenshaw, George Lipsitz, Toni Morrison, Roderick Ferguson, and others.

AFST 746 (20232) / ENGL 936 Postcolonial World Literature and Theory

Stephanie Newell

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Introduction to key debates about post-1945 world literature in English, the politics of English as a language of world literature, and theories of globalization and postcolonial culture. Course themes include colonial history, postcolonial migration, translation, national identity, cosmopolitanism, writing the self, global literary prizes.



AFST 885 (21661) / FREN 885 / CPLT 735 Modern French Poetry in the Maghreb

Thomas Connolly

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M 1:30pm-3:20pm

A survey of twentieth- and twenty-first-century poetry written in French by authors from North Africa, including works by Amrouche, Sénac, Khaïr-Eddine, Laâbi, Nissaboury, Djaout, Jabès, Farès, Ben Jelloun, Meddeb, Acherchour, Negrouche, Dib, and Bekri. Readings in French, discussion in English. Prerequisite: reading knowledge of French.

AKKD 505 (21934) Historical and Archival Texts from First-Millennium Assyria

Eckart Frahm

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Reading and discussion of inscriptions, letters, and documents pertaining to the history of the Assyrian empire. Prerequisite: knowledge of Akkadian.

AMST 623 (20038) / CPLT 822 Working Group on Globalization and Culture

Michael Denning

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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.

AMST 629 (20039) / WGSS 612 Racial and Economic Justice in Transgender Health

Greta LaFleur

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Ronica Mukerjee

ronica.mukerjee@yale.edu

Th 1:30pm-3:20pm

What kind of access and exposure do transgender people have to health care services, policing, mental health, education, and public spaces, and what kind of access *should* trans people have? How do we work to close the gap between what is available, and what should be? This course considers the diverse range of health care and other basic needs of transgender and nonbinary people in a number of different institutional settings and medical contexts—prisons to K-12 public schools, gender-affirming surgeries to fertility support—with a twinned focus on how institutions render trans people and their bodies illegible or even illegal, on the one hand, and what kind of knowledge, best practices, and interventions might be implemented to remove obstacles for trans and nonbinary people seeking the care that they need, on the other. At the heart of the course is the role of racial and economic justice—in health care, and in the world more broadly—in mitigating the health and health care disparities between transgender and non-transgender patients. Enrollment capped at twenty-five.

AMST 653 (22611) / FILM 653 Studies in Documentary Film

Charles Musser

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M 1:30pm-3:20pm

This course examines key works, crucial texts, and fundamental concepts in the critical study of nonfiction cinema, exploring the participant-observer dialectic, the performative, and changing ideas of truth in documentary forms.

AMST 747 (20040) / ANTH 594 / WGSS 633 Affect and Materiality

Kathryn Dudley

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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 768 (20362) / HIST 768 Asian American History and Historiography

Mary Lui

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Th 1:30pm-3:20pm

This reading and discussion seminar examines Asian American history through a selection of recently published texts and established works that have significantly shaped the field. Major topics include the racial formation of Asian Americans in U.S. culture, politics, and law; U.S. imperialism; U.S. capitalist development and Asian labor migration; and transnational and local ethnic community formations. The class considers both the political and academic roots of the field as well as its evolving relationship to “mainstream” American history.

AMST 780 (20367) / HIST 734 Class and Capitalism in the Twentieth-Century United States

Jennifer Klein

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M 3:30pm-5:20pm

Reading course on class formation, labor, and political economy in the twentieth-century United States; how regionalism, race, and class power shaped development of American capitalism. The course reconsiders the relationships between economic structure and American politics and political ideologies, and between global and domestic political economy. Readings include primary texts and secondary literature (social, intellectual, and political history; geography).

AMST 833 (23258) / FILM 736 Documentary Film Workshop

Charles Musser

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This workshop in audiovisual scholarship explores ways to present research through the moving image. Students work within a Public Humanities framework to make a documentary that draws on their disciplinary fields of study. Designed to fulfill requirements for the M.A. with a concentration in Public Humanities.

AMST 836 (22281) / REL 799 / HIST 570 American Religion in the Archives

Tisa Wenger

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M 1:30pm-3:20pm

An advanced seminar on archival research methods for historians of American religion. The class begins with readings that theorize the archive, particularly for the study of American religion. What counts as an archive? How are archives constituted and by whom? What are the limits and pitfalls of archives—and the construct of “the archive”—for research in this field? Over the course of the term, students are guided through the process of writing an archivally grounded research paper using Yale Divinity School Library Special Collections and the Beinecke Rare Book and Manuscript Library. Enrollment capped at fifteen; meets at YDS Library L104.

AMST 848 (22806) / ENGL 853 Inventing the Environment in the Anthropocene

Michael Warner

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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 866 (20899) / HIST 775 / WGSS 712 Readings in the History of Sexuality

Joanne Meyerowitz

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W 3:30pm-5:20pm

Selected topics in the history of sexuality. Emphasis on key theoretical works and recent historical literature.

AMST 903 (22214) / HIST 746 / PHUM 903 Introduction to Public Humanities

Karin Roffman

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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.

AMST 904 (22389) / PHUM 904 Practicum

Public Humanities students are required to complete a one-term internship with one of our partnered affiliates (to be approved by the Public Humanities DGS or assistant DGS) for practical experience in the field. Potential internships include in-house opportunities at the Beinecke Library, Sterling Memorial Library, or one of Yale’s museums, or work at a regional or national institution such as a media outlet, museum, or historical society. In lieu of the internship, students may choose to complete a “micro-credential.” Micro-credentials are structured as workshop series (3–5 daylong meetings over the course of a year) rather than as term courses, and include revolving offerings in topics such as oral history, collections and curation, writing for exhibits, podcast production, website design, scriptwriting from the archive, or grant writing for public intellectual work.

ANTH 555 (21418) China-Africa Encounters

Helen Siu

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T 1:30pm-3:20pm

The seminar focuses on layered structures that linked China and Africa in a broad "Asian" context. It cuts through policy polemics to provide historically informed and ethnographically nuanced perspectives. The density and diversity of Chinese activities in Africa have grown dramatically in the past decade, colored by volatile markets and the global reach of China for oil and for agricultural and mineral commodities. Themes to explore include diasporic experiences (informal economies, cultural strategies, ethnic and religious tensions in migrant communities); land, finance, infrastructure, and daily lives (the intertwined worlds of state planners, global investors, and local communities); and the meaning of aid and development (comparisons between postcolonial, neoliberal and late-socialist models and long-term societal impact).

ANTH 562 (21417) Unity and Diversity in Chinese Culture

Helen Siu

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An exploration of the Chinese identity as it has been reworked over the centuries. Major works in Chinese anthropology and their intellectual connections with general anthropology and historical studies. Topics include kinship and marriage, marketing systems, rituals and popular religion, ethnicity and state making, and the cultural nexus of power.



ANTH 588 (21409) Politics of Culture in Southeast Asia

Erik Harms

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T 9:25am-11:15am

The course analyzes how Southeast Asian nations promote national culture as part of political and economic agendas. It also explores Southeast Asian cultural and political diversity to rescue the possibility for cultural difference within a global world.

ANTH 600 (22838) Contemporary Social Theory

Aimee Cox

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An overview of central themes and debates in contemporary social theory, with a focus on the integration of theory and research, rather than a hermeneutical analysis of particular theoretical texts. Concentrating on questions of power, inequality, the self, and community, assessment of the relevance of sociological theory to advancing an understanding of the complexities of late-twentieth-century Western society. Critical theory, feminist theories, postmodernism, and the contributions of individual theorists are reviewed and critiqued.

ANTH 615 (21415) / HSHM 755 Anthropological Perspectives on Science and Technology

Lisa Messeri

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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 636 (22287) / ARCG 636 / EPS 636 Geoarchaeology: Earth and Environmental Sciences in Archaeological Investigations

MW 2:30pm-3:45pm

A survey of the numerous ways in which theories, approaches, techniques, and data from the earth and environmental sciences are used to address archaeological research questions. A range of interfaces between archaeology and the geological sciences are considered. Topics include stratigraphy, geomorphology, site formation processes, climate reconstruction, site location, and dating techniques.

ANTH 700 (22283) The Development of the Discipline: Contemporary Themes

Kalyanakrishnan Sivaramakrishnan

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Th 1:30pm-3:20pm

Second term of yearlong core course on the major theoretical orientations in social and cultural anthropology (especially in the United States and Europe), their historical development and importance, their relation to one another and to other disciplines. Reserved for first-year doctoral students in Anthropology. Prerequisite: ANTH 500.

ANTH 755 (23252) / ARCG 755 Inca Culture and Society

Richard Burger

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F 2:30pm-3:45pm

The history and organization of the Inca empire and its impact on the nations and cultures conquered by it. The role of archaeology in understanding the transformation of Andean lifeways is explored, as is the interplay between ethnohistoric and archaeological approaches to the subject.

ANTH 771 (20065) / ARCG 771 Early Complex Societies

Richard Burger

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TTh 11:35am-12:50pm

A consideration of theories and methods developed by archaeologists to recognize and understand complex societies in prehistory. Topics include the nature of social differentiation and stratification as applied in archaeological interpretation; emergence of complex societies in human history; case studies of societies known ethnographically and archaeologically.

ANTH 779 (22290) / ARCG 779 Anthropology of Mobile Societies

William Honeychurch

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W 3:30pm-5:20pm

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 964 (20361) / HIST 964 / HSHM 692 / HSAR 842 Topics in the Environmental Humanities

Kalyanakrishnan Sivaramakrishnan

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Paul Sabin

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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.

ARBC 567 (21942) Modern Arab Writers

Muhammad Aziz

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TTh 2:30pm-3:45pm

Study of novels and poetry written by modern Arab writers, including Taha Hussein, Zaid Dammaj, Hoda Barakat, Nizar Qabbani, al-Maqalih, and Mostaghanimi. Prerequisite: ARBC 504 or permission of the instructor.

CLSS 802 (20649) / PHIL 756 Plato's *Protagoras*

Verity Harte

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Brad Inwood

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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.

CLSS 813 (22293) / HIST 510 The Long Fourth Century: 404/3–272 BCE

Joseph Manning

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Jessica Lamont

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F 3:30pm-5:20pm

This advanced seminar provides a broad overview of the major themes and problems in Greek history from the end of the Peloponnesian War in 404/3 BCE through the first quarter of the third century BCE, with an emphasis on the scholarship of the past twenty years. Ideally, readings function as foundations on which to build further research (e.g., toward a dissertation, article, or some less far-reaching enterprise) or as starting points from which to begin devising and organizing your own courses of instruction (syllabi). Using a variety of methods and sources, including papyri, literary texts, inscriptions, material remains, and secondary scholarship, this course surveys the development of Greek economic, political, social, and cultural history during the “long” fourth century BCE. Geographically the course ranges across much of the eastern and central Mediterranean, from Egypt to the Levant to mainland Greece to Sicily to Carthage.

CLSS 829 (21773) / NELC 668 / LING 668 / HIST 507 Historical Sociolinguistics of the Ancient World

Kevin van Bladel

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W 1:30pm-3:20pm

Social history and linguistic history can illuminate each other. This seminar confers the methods and models needed to write new and meaningful social history on the basis of linguistic phenomena known through traditional philology. Students learn to diagnose general historical social conditions on the basis of linguistic phenomena occurring in ancient texts. Prerequisite: working knowledge of at least one ancient language.

CLSS 872 (22266) / RLST 619 / HIST 513 / MDVL 513 / NELC 683 Law and History, Law in History: Premodern Civilizations through the Lens of Legal Historiography

Maria Doerfler

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Travis Zadeh

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T 3:30pm-5:20pm

This seminar invites students into a comparative exploration of the intersection of law, history, and historiography in the ancient and premodern world. Sessions explore these links across a variety of linguistic and geographic settings, including those of ancient and medieval India, China, Persia, Greece,

and Rome, as well as in different political, religious, literary, and archaeological contexts. The seminar constructs the category of law expansively to encompass civic, religious, and hybrid forms of legislation. In the process, we seek to explore, inter alia, questions of the relevance of history for the study of law, history's deployment in the context of legal writings, and law's concomitant relevance for historiography; the use of theoretical models, including those forged in modern and postmodern contexts, for the study of law and legal historiography; and the implications of discourses about law and history in premodernity for contemporary, post-secular societies.

CLSS 897 (20729) History of Greek Literature II

Emily Greenwood Milne
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A continuation of CLSS 896a.

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

David Bromwich
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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 515 (22555) Proseminar in Comparative Literature

Rudiger Campe
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T 1:30pm-3:20pm
Introductory proseminar for all first- and second-year students in Comparative Literature (and other interested graduate students). An introduction to key problems in the discipline of Comparative Literature, its disciplinary history, and its major theoretical and methodological debates (including philology; Marxist, structuralist, and poststructuralist approaches; world literature; translation). Emphasis on wide reading and intense discussion, in lieu of term paper. Graded Satisfactory/Unsatisfactory; offered every other year.

CPLT 564 (20690) / GMAN 734 Rethinking Representation

Katrin Truedstedt
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W 9:25am-11:15am
How can we speak for others? What does it mean to be spoken for? And what type of agency is evoked by this constellation? The course explores the implications, both productive and problematic, of representation—for agency and subjectivity, for recognition and acknowledgment, for political action, and for the conception of literature and art. Close readings of major literary works, from Greek tragedy and Shakespeare to Kleist and Kafka, is accompanied by theoretical texts, from Arendt's notion of the Greek polis to the critique of representation by Foucault, Spivak, and others, and debates about the legal representation of nature in the climate crisis.



CPLT 646 (23348) / ENGL 723 Rise of the European Novel

Katie Trumpener

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In the eighteenth century, the novel became a popular literary form in many parts of Europe. Yet now-standard narratives of its “rise” often offer a temporally and linguistically foreshortened view. This seminar examines key early modern novels in a range of European languages, centered on the dialogue between highly influential eighteenth-century British and French novels (Montesquieu, Defoe, Sterne, Diderot, Laclos, Edgeworth). We begin by considering a sixteenth-century Spanish picaresque life history (Lazarillo de Tormes) and Madame de Lafayette’s seventeenth-century secret history of French court intrigue; contemplate a key sentimental Goethe novella; and end with Romantic fiction (an Austen novel, a Kleist novella, Pushkin’s historical novel fragment). These works raise important issues about cultural identity and historical experience, the status of women (including as readers and writers), the nature of society, the vicissitudes of knowledge—and novelistic form. We also examine several major literary-historical accounts of the novel’s generic evolution, audiences, timing, and social function, and historiographical debates about the novel’s rise (contrasting English-language accounts stressing the novel’s putatively British genesis, and alternative accounts sketching a larger European perspective). The course gives special emphasis to the improvisatory, experimental character of early modern novels, as they work to re-ground fiction in the details and reality of contemporary life. Many epistolary, philosophical, sentimental, and Gothic novels present themselves as collections of “documents”—letters, diaries, travelogues, confessions—carefully assembled, impartially edited, and only incidentally conveying stories as well as information. The seminar explores these novels’ documentary ambitions; their attempt to touch, challenge, and change their readers; and their paradoxical influence on “realist” conventions (from the emergence of omniscient, impersonal narrators to techniques for describing time and place).

CPLT 677 (22414) / RUSS 699 The Performing Arts in Twentieth-Century Russia

Katerina Clark

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The course covers ballet, opera, theater, mass spectacle, and film, as well as theory of the performing arts, including selections from the writings of some of the most famous Russian directors and choreographers, such as Constantine Stanislavsky, Vsevolod Meyerhold, and Michel Fokine. It also includes their major

productions and some of the most important Russian plays of the twentieth century (e.g., by Anton Chekhov, Vladimir Mayakovsky, Mikhail Bulgakov) and works by contemporary dramatists. All readings are available in both English and Russian.

No knowledge of Russian required. Students taking the course for credit in Comparative Literature can write their papers on texts in other languages.

CPLT 807 (21502) / ITAL 888 / FREN 888 Novels of War, Revolution, and Plague

Jane Tylus

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Peter Brooks

peter.brooks@yale.edu

W 10:30am-12:30pm

The seminar moves from the traditional idea of the historical novel to other, often more experimental versions of fictions that engage historical events: war, revolution, plague, genocide. We consider how individual lives intersect with and are changed by historical events, and the extent to which individuals are able to understand how history impacts their lives. Is the course of history controllable or even understandable to its participants and bystanders? Does historical knowledge always arrive too late? Texts include: Manzoni, *I Promessi Sposi*; Balzac, *Le Colonel Chabert*; Flaubert, *L'Education sentimentale*; Verga, *Novelle*; Tomasi di Lampedusa, *Il Gattopardo*; Faulkner, *Absalom, Absalom!*; Modiano, *Dora Bruder*. There are also readings in the history and theory of the novel, as well as works contextualizing issues of nationalism in the nineteenth century. They include essays/chapters by Georg Lukács, Nelson Moe, Roberto Dainotto, Edward Said, Franco Moretti, Peter Brooks. Students are expected to participate actively in class discussion, to lead discussion on a selected moment from one of the texts, and to write a term paper as well as several shorter essays throughout the term. Students in French and Italian are expected to read the texts in the original languages. Translations are made available for others. Prerequisite: reading knowledge of French and/or Italian.

CPLT 898 (21665) / FREN 898 Fin-de-siècle France

Maurice Samuels

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Th 9:25am-11:15am

The course examines major French literary and artistic movements of the last decades of the nineteenth century (Naturalism, Decadence, Symbolism) in their cultural context. Weekly reading assignments pair literary texts with contemporary theoretical/medical/political discourse on such topics as disease, crime, sex, poverty, colonialism, nationalism, and technology. Literary authors include Barbey, Mallarmé, Maupassant, Rachilde, Villiers, and Zola. Theorists include Bergson, Freud, Krafft-Ebing, Le Bon, Nordau, Renan, and Simmel. Some attention also paid to the visual arts.

Prerequisite: reading knowledge of French.

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

Dudley Andrew

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Th 9:25am-11:15am

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.

CPLT 937 (23353) / FILM 855 Aesthetics, Hermeneutics, and History in Film and Literature

Dudley Andrew

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W 1:30pm-3:20pm

In 1976 the paired concepts “Ideology and Utopia” appeared in the bibliographies of both Paul Ricoeur and Fredric Jameson, two towering intellectuals with exceptionally long careers. This seminar examines the indispensable place of aesthetics and interpretation (mainly of fiction) in their approach to human history and present ethics/politics. Ricoeur had just published *The Rule of Metaphor*, arguing that philosophy needs novels and films as metaphors that open up the future of history and of thought. Jameson preferred allegory to open up Balzac, science fiction, detective novels, and—starting in 1976—Hollywood and art films. Last year he published *Allegory and Ideology*. This seminar examines Ricoeur on metaphor and Jameson on allegory at the place where both of them labored—narrative—and in view of their mutual belief in history as the (battle)ground of “ideology and utopia.” Ricoeur’s roots in phenomenology and hermeneutics stress temporality (*Temps et Récit*), while Jameson’s Marxist structuralism leads him to spatialize narrative as an ideological or cognitive map. Both men gather vast philosophical traditions; both tangle openly with competing views (Deleuze, Lacan, et al.), and both write with an urgency about immediate social consequence, one from a generally Christian aspiration, the other a generally Marxist one. Sampling key moments of their vast output, we also interpret fiction and images as they would have us do, i.e., as extended metaphors or allegories. We certainly discuss Godard’s *Histoire(s) du Cinéma* as a contemporaneous intervention via images in ideology and utopia. Lanzmann’s *Shoah* must also be confronted. Reading knowledge of French is desirable but not essential. We may elect to hold a weekly screening, as a kind of cine-club running to the side of the seminar.

CPLT 969 (22455) / SPAN 658 / FREN 658 / MDVL 658 / NELC 684 Law and the Science of the Soul: Iberian and Mediterranean Connections

Jesus Velasco

Jesus.velasco@yale.edu

Th 1:30pm-3:20pm

This seminar suggests a research project to investigate the affinity between the legal discipline and the science of the soul, or, if you wish, between the science of the soul and the body of law. The point of departure for our framing argument—the existence of this affinity—is that at different moments in history, the legal science (in the form of legal scholarship, religious law, or even legislation) has toiled to appropriate cognitive processes (the external senses, for instance) and post-sensorial operations (imagination, fantasy, memory, etc.). However, this appropriation has become, at different moments in history, so naturalized, so dissolved, so automatized, that it has become invisible for us, and that, because of this invisibility, the affinity can continue doing a political work that is not always evident to us readers, citizens, and clients of the law. In this seminar we read Iberian and Mediterranean primary sources from different confessions, in different languages, and within different legal and political backgrounds—from pre-Socratic thinkers to al-Ghazali, from Averroes and Maimonides to Alfonso X, from Parisian theologians to Spinoza, etc. Likewise, we read theoretical work that allow us to conceptualize the kind of research we are doing.

CPSC 557 (22821) Sensitive Information in a Wired World

Michael Fischer

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Issues of ownership, control, privacy, and accuracy of the huge amount of sensitive information about people and organizations that is collected, stored, and used by today's ubiquitous information systems. Readings consist of research papers that explore both the power and the limitations of existing privacy-enhancing technologies such as encryption and "trusted platforms."

CPSC 610 (22827) Topics in Computer Science and Law

Joan Feigenbaum

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This course focuses on socio-technical problems in computing, i.e., problems that cannot be solved through technological progress alone but rather require legal, political, or cultural progress as well. Examples include but are not limited to computer security, intellectual property protection, cyber crime, cyber war, surveillance, and online privacy. The course is addressed to graduate students in Computer Science who are interested in socio-technical issues but whose undergraduate work may not have addressed them; it is designed to bring these students rapidly to the point at which they can do research on socio-technical problems. Students do term projects (either papers or software artifacts) and present them at the end of the term. In order to ensure that there is enough time for both midterm feedback on project proposals and in-class presentation of the finished projects, enrollment is limited to fifteen. If fewer than fifteen Computer Science graduate students enroll, Yale College undergraduates will be allowed to enroll with permission of the instructor. Prerequisites: the basics of cryptography and computer security (as covered in CPSC 467), networks (as covered in CPSC 433), and databases (as covered in CPSC 437), or permission of the instructor.

EALL 511 (21805) / EAST 541 Women and Literature in Traditional China

Kang-I Chang

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TTh 1pm-2:15pm

This course focuses on major women writers in traditional China, as well as representations of women by male authors. Topics include the power of women's writing; women and material culture; women in exile; courtesans; Taoist and Buddhist nuns; widow poets; the cross-dressing women; the female body and its metaphors; foot binding and its implications; women's notion of love and death; the aesthetic of illness; women and revolution; women's poetry clubs; the function of memory in women's literature; problems of gender and genre.

All readings in translation; no knowledge of Chinese required. Some Chinese texts provided for students who read Chinese.

EALL 512 (21722) Ancient Chinese Thought

Mick Hunter

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TTh 11:35am-12:50pm

An introduction to the foundational works of ancient Chinese thought from the ruling ideologies of the earliest historical dynasties, through the Warring States masters, to the Qin and Han empires. Topics include Confucianism and Daoism, the role of the intellectual in ancient Chinese society, and the nature and performance of wisdom. This is primarily an undergraduate course; graduate students are provided readings in the original language and meet in an additional session to review translations.

EALL 513 (21718) Philosophy, Religion, and Literature in Medieval China

Lucas Bender

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This course explores the rich intellectual landscape of the Chinese middle ages, introducing students to seminal works of Chinese civilization and to the history of their debate and interpretation in the first

millennium. No previous knowledge of China is assumed. This is primarily an undergraduate course; graduate students are provided readings in the original language and meet in an additional session to review translations.

EALL 565 (23318) EAST 553 Japanese Literature after 1970

Timothy Goddard

timothyunverzagt.goddard@yale.edu

T 9:25am-11:15am

Study of Japanese literature published between 1970 and the present. Writers may include Murakami Ryu, Maruya Saiichi, Shimada Masahiko, Nakagami Kenji, Yoshimoto Banana, Yamada Eimi, Murakami Haruki, and Medoruma Shun.

No knowledge of Japanese required.

EALL 568 (23321) The Literature of Japanese Empire

Timothy Goddard

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Th 9:25am-11:15am

Spanning a period from the 1910s to the 1940s, this course considers the effects of Japanese imperialism on the development of modern literature in East Asia. How did authors from mainland Japan represent the so-called outer territories of the empire? How did authors from colonial Taiwan and Korea navigate issues of language, identity, and culture in their writings? What significance did the semi-colonial city of Shanghai hold in the modern literary imagination? Readings include a broad range of primary sources, including novels, short stories, essays, poems, and travelogues. We also engage with selections from recent secondary sources to understand how scholars have approached this tumultuous era in East Asian literary history. Graduate students are expected to conduct research in any and all East Asian languages relevant to their topic and in which they are proficient.

EALL 602 (21809) / EAST 641 Readings in Classical Chinese Prose

Kang-I Chang

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W 1:30pm-3:20pm

Close reading of classical Chinese texts (wenyan) primarily from late Imperial China. A selection of formal and informal prose, including memoirs, sanwen essays, classical tales, biographies, and autobiographies. Focus on cultural and historical contexts, with attention to reception in China and in some cases in Korea and Japan. Questions concerning readership and governmental censorship, function of literature, history and fictionality, memory and writing, and the aesthetics of qing (emotion). Readings in Chinese; discussion in English.

Prerequisite: CHNS 171 or equivalent, or permission of instructor.

EALL 872 (21719) / JAPN 872 / FILM 880 Theories Popular Cult In Japan: TV

Aaron Gerow

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M 1:30pm-3:20pm

Exploration of postwar theories of popular culture and subculture in Japan, particularly focusing on the intellectual debates over television and new media.

EAST 502 (21762) / HIST 890 History of North Korea: Politics, Society, and Culture

Ria Chae

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T 3:30pm-5:20pm

This course explores the political, social, and cultural history of North Korea from the origins of the state during the Japanese colonial period to the regime transition in the early twenty-first century. The particular focus is on the factors driving the transformations of North Korea. Nicknamed “the hermit kingdom,” the regime is often commonly perceived as isolated from the outside world. This course seeks to evaluate the importance of external influence and international context at the turning points in North Korean history, which include the establishment of DPRK, its militarization and beginning of nuclear development, Kim Il Sung’s purge of factions and the succession to Kim Jong Il and Kim Jong Un, and other topics. Discussions also analyze the accompanying changes in North Korean society and art. In addition to academic sources, the course utilizes artworks, films, music, historical newspapers, and memoirs. Through the critical examination of the evolution of North Korea, this course situates the country in the region as well as among other authoritarian and communist states.



E&EB 713 (23369) Concepts and Methods in Global Biodiversity Change Research in the Age of Big Data

Walter Jetz

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Biodiversity and the many functions it provides are changing worldwide, creating a critical need for a better understanding of mechanisms underpinning this change and the development of new information products to help monitoring and mitigation. New technologies, data, and methods, as well as conceptual advances, increasingly enable work addressing this challenge for species and communities at a global scale. We discuss these new opportunities and familiarize ourselves with recent research and new approaches to global biodiversity change. The course combines in-depth discussion of recent empirical work and hands-on examples of biodiversity change analysis workflows. On the technical front, we explore the use of remote sensing through Google Earth Engine (GEE) and work through R-based scripted examples of species distribution and community change modeling. The course is offered in collaboration with the Yale Center for Biodiversity and Global Change (<https://bgc.yale.edu>) and includes seminars and discussions with guest speakers.

ENAS 805 (20145) Biotechnology and the Developing World

Anjelica Gonzalez

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MW 1pm-2:15pm

This interactive course explores how advances in biotechnology enhance the quality of life in the developing world. Implementing relevant technologies in developing countries is not without important challenges; technical, practical, social, and ethical aspects of the growth of biotechnology are explored. Readings from *Biomedical Engineering for Global Health* as well as recent primary literature; case studies, in-class exercises, and current events presentations. Guest lecturers include biotechnology researchers, public policy ethicists, preventive research physicians, public-private partnership specialists, and engineers currently implementing health-related technologies in developing countries.

ENGL 501 (20222) / LING 501 / MDVL 510 *Beowulf* and the Beowulf Complex

Emily Thornbury

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T 1:30pm-3:20pm

A close reading of *Beowulf* in Old English, within the modern and medieval critical landscapes.

Prerequisite: a strong working knowledge of Old English (typically ENGL 500, or the equivalent).

ENGL 594 (20223) Reading, Writing, and Printing God: The English Bible in Britain and America, 1390–1900

Staff

W 9:25am-11:15am

This course examines reading, writing, printing, and interpreting the Bible in Britain and America from 1390 to 1900, beginning with Wycliffite manuscripts and ending with canvassing books for marketing the Bible in a range of formats throughout the United States. The reading practices that we explore include typological interpretation, commonplacing, note-taking at sermons, and the catechizing of children; we also analyze illustrations as both interpretations and counter-narratives. The seminar meets in Beinecke Library, drawing upon its outstanding primary sources from medieval Bibles, books of hours, and children's primers to sixteenth- and seventeenth-century translations of the Bible to texts by Julian of Norwich, John Donne, George Herbert, John Milton, and Mary Rowlandson, to the spectacular range of early modern English manuscripts in the Osborn collection.

ENGL 630 (22261) Death to Tyrants!

Feisal Mohamed

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“There can be slain no sacrifice to God,” Seneca’s Hercules declares, “more acceptable than an unjust and wicked king.” For Cicero, tyrants show the exact opposite of the spirit of fraternity that should govern human interactions, and so, as he puts it in *De officiis*, “that pestilent and abominable race should be exterminated from human society.” The Reformation’s white-hot religious controversies, and humanist reengagement of classical authors, lead the question of tyrannicide frequently to bubble to the surface of early modernity. We examine several examples of Protestant thought on tyrannicide, including that of François Hotman, John Knox, and George Buchanan, a tradition energetically taken up by John Milton. We must also recognize, however, that immediately after killing the tyrant Lycus, Seneca’s Hercules is visited by a madness that leads him to kill his wife and children. Noble and necessary as it might be, tyrannicide is also symptom and expression of a deep wrench in right order. So it is especially in early modern tragedy, that genre obsessed with ills spanning human and cosmic realms, that we see tyrannicide explored in all of its complexity. That tendency is visible in tragedies by Buchanan, Marlowe, Shakespeare, and Milton. At bottom, early modern engagements of tyrannicide are also engagements of the foundations of political society, and meditations on the proper relationship between subject and sovereign. Here we find leitmotifs of early modern political thought that continue to be revolutionary in late modernity: sovereignty is delegated from the people, not transferred to the sovereign, and so can be

revoked when the people so choose; citizenship must include the right of resistance—otherwise political life is a form of slavery. This course follows such ideas across English and Continental, Protestant, and Catholic thinkers, in literary and nonliterary texts. Major requirements are a conference-style seminar presentation giving rise to a brief paper of 8–10 pages; these may be used as the foundation of the final paper.

ENGL 719 (20225) Ecopoetics, Enlightenment to Romanticism

Jonathan Kramnick

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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.

ENGL 769 (23308) Wordsworth and Coleridge

Paul Fry

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Th 1:30pm-3:20pm

A thoroughgoing reading of Wordsworth's poetry and prose from 1796 to 1815, with some consideration of his earlier poetry and selected later poems. Emphasis falls on those qualities that justify the traditional view—perhaps never yet satisfactorily explained—that he is an original poet. Thus he is viewed against the backdrop of the literary tendencies from which he emerges. Even more importantly, he is read not so much in collaboration with as in opposition to Coleridge, to the reading of whose poetry and prose no more than three weeks are devoted. Considerable attention is also devoted to the important history of Wordsworth criticism.

ENGL 902 (20228) Elizabeth Bishop

Langdon Hammer

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T 11:30am-1:20pm

An experiment in intensive author-centered reading, this course studies the life, writing, and visual art of Elizabeth Bishop using tools from biography, gender studies, queer theory, object relations psychoanalysis, and phenomenology. We read against chronology and the focus on single poems in conventional close reading. Topics for discussion include the pressures on and possibilities for a woman poet's career in the mid-twentieth-century United States; the relations between poetry and painting, verse and prose, and private and public writing; the idea of minor literature, and the figure of the minor; Bishop in Brazil and as a hemispheric poet; houses; epistolarity; secularity and religion; the role of objects and the senses in subject formation; the ordinary, perverse, and fantastic; tourism, cosmopolitanism, and the local; the poetics of description. We use archives in the Yale Collection of American Literature at Beinecke Library and in Special Collections, Vassar College Library. In addition to Bishop, readings include, among others, Christopher Bollas, Judith Butler, Lee Edelman, Melanie Klein, Maurice Merleau-Ponty, Marion Milner, and D.W. Winnicott.

ENGL 956 (20230) / DRAM 696 Modern European Drama

Marc Robinson
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The major European playwrights active from 1879 (the premiere of Ibsen's *Doll's House*) to 1989 (the death of Beckett) were responsible for theatrical advances of continuing influence and importance. This seminar traces the advent of dramatic naturalism and realism (early Ibsen and Strindberg, the major plays of Chekhov); the contrary movement toward symbolist subtlety and expressionist urgency (late Strindberg and Ibsen, early Brecht); the effort to shoulder the burden of history and engage contemporary politics (Shaw, middle- and late-period Brecht); and the opening of drama to the ambiguities of religion and philosophy (Beckett). The seminar is grounded in close readings of representative plays but also considers how dramas change under the pressures of performance. Readings in theater theory, manifestos, and criticism supplement the primary texts.

ENGL 990 (21226) The Teaching of English

Benjamin Glaser
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Rasheed Tazudeen
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W 1:30pm-3:20pm

An introduction to the teaching of literature and of writing with attention to the history of the profession and to current issues in higher education such as the corporatization of the university, the role of the state in higher education, and the precarity of the humanities at the present time. Weekly seminars address a series of issues about teaching: guiding classroom discussion; introducing students to various literary genres; addressing race, class, and gender in the teaching of literature; formulating aims and assignments; grading and commenting on written work; lecturing and serving as a teaching assistant; preparing syllabuses and lesson plans.

ENGL 996 (23261) Journal Article Workshop

Marta Figlerowicz
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Caleb Smith
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A workshop for graduate students revising a seminar paper, dissertation chapter, or other draft for publication in an academic journal. Topics of discussion include the genres and forms of critical writing; mechanics and diplomacy of peer review; techniques and ethics of citation; and how to be a helpful reader of others' work in progress. Applications, including article drafts, to be reviewed in fall 2020 for participation in the spring 2021 workshop. Assignments include weekly readers' reports on others' drafts.

FILM 826 (22612) Technics and Technology: Dispositives, Machines, Bodies

Francesco Casetti
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T 1:30pm-3:20pm

The seminar explores the *operations* that sustain visual media—operations that become fully apparent once we conceive of these media as social dispositives, as technical objects, and as complements or alternatives to bodily gestures and postures. Reexamining contributions by scholars as different as Deleuze, Agamben, Simondon, Latour, Flusser, and Mauss, this seminar engages an extensive exploration of both cultural practices (*techniques*) and material processes (*technologies*) that allow us to make an image “visible,” and consequently exchangeable, interpretable, reworkable, exhibitable, and so on. What is at stake is the mutual dependence of cultural choices and concrete arrangements of media, and

ultimately the mutual determination of machines and bodies. The final section of the seminar is devoted to the work of the German filmmaker Harun Farocki, who anticipated the idea of “operational images.” The seminar matches a philosophical approach with an archaeological account of the mode of working of actual visual media, from the Phantasmagoria to the Panorama and film. Enrollment is capped; the seminar requires active participation on the part of admitted students.

FREN 841 (21663) Plant, Animal, Man: The Necessary “Art of Conference”

Staff

T 9:25am-11:15am

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



GLBL 552 (22104) Asia Now: Human Rights, Globalization, Cultural Conflicts

Jing Tsu

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Th 3:30pm-5:20pm

This course examines contemporary and global issues in Asia (east, southeast, northeast, south), in a historical and interdisciplinary context that includes international law, policy debates, cultural issues, security, military history, media, science and technology, and cyber warfare.

GLBL 594 (23137) Introduction to International and Transnational Law

Harold Koh

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TTh 10:10am-12pm

The course covers both the public and the private dimensions of international and transnational law. Among the topics to be studied are such public international topics as the law of treaties, customary international law, international legal institutions, and the use of force; transnational legal process (including dispute settlement, transnational litigation, and transnational arbitration) and selected issues of “transnational legal substance,” including the Constitution and foreign affairs; international environmental law; international criminal law; and international business transactions. *Also LAW 21454.*

GMAN 656 (20686) Performance and Theater

Katrin Truedstedt

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T 9:25am-11:15am

The course combines an introduction to major plays with a historical overview of theatrical forms and a theoretical exploration of performance studies. The course thus studies “literature in context.” One crucial goal is to teach critical reading skills that especially attend to essential characteristics of theatrical settings and performances: How do characters enter the stage? How do they come to inhabit a specific role? How is a scene created? What are the architectural, cultural, and social conditions of a particular type of theater in its larger contexts? And how are paradigmatic types of theater connected to social and cultural categories like person, race, class, and gender? The course addresses such crucial categories in the practice of close readings of major plays. Readings of dramatic texts and analyses of performance videos are accompanied by discussions of theoretical texts on performativity, theatricality, and subjectivation. Topics include the history of theater, drama, and play from Greek tragedy to Shakespeare, Brecht, and contemporary performances; conceptions of performance, performativity, theatricality, and antitheatricality; speech act theory; subjectivity and authority; performance in the context of race, class, and gender; and the reentry of the body within the theatrical play.

HEBR 505 (21976) Contemporary Israeli Society in Film

Shiri Goren

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TTh 11:35am-12:50pm

Examination of major themes in Israeli society through film, with emphasis on language study. Topics include migration, gender and sexuality, Jewish/Israeli identity, and private and collective memory.

Readings in Hebrew and English provide a sociohistorical background and basis for class discussion.

Conducted in Hebrew.

Prerequisite: HEBR 502, placement test, or permission of the instructor.

HEBR 578 (23334) / JDST 674 Languages in Dialogue: Hebrew and Arabic

Dina Roginsky

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TTh 1pm-2:15pm

Hebrew and Arabic are closely related as sister Semitic languages. They have a great degree of grammatical, morphological, and lexical similarity. Historically, Hebrew and Arabic have been in cultural contact, especially in medieval Spain, the Middle East, and North Africa—as evidenced by the Judeo-Arabic languages. In modern Israel, Arabic is the native tongue of about 20 percent of the population, yet lack of communication exists today between Hebrew speakers and Arabic speakers for mainly political reasons. This advanced Hebrew class explores cultural and linguistic contacts between the two languages

and relationships between the communities, including both Jewish and non-Jewish Arabic speakers and Hebrew speakers. Additionally, students benefit from regular meetings with a parallel Arabic class that discusses similar topics. The shared meetings enable Hebrew learners and Arabic learners to participate together in one class, to promote social interaction based on mutual respect, and to focus on cultural and linguistic aspects of the material.

HIST 590 (20341) / RLST 777 / JDST 764 / MDVL 590 Jews in Muslim Lands from the Seventh through the Sixteenth Century

Ivan Marcus

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TTh 11:35am-12:50pm

Introduction to Jewish culture and society in Muslim lands from the Prophet Muhammad to Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire.

HIST 597 (20344) / RLST 797 / JDST 861 Twentieth-Century Jewish Politics

David Sorkin

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Th 1:30pm-3:20pm

This seminar explores major aspects of twentieth-century Jewish politics with an emphasis on new forms of political practice.

HIST 622 (20345) Cultural Contacts: Ourselves and Others in the Early Modern Era

Stuart Schwartz

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T 1:30pm-3:20pm

An examination of the encounters between Europeans and other peoples, 1480–1800, with attention to the role of perception, conceptions, and events on both sides of such meetings. Both the history of such encounters as well as the theories of alterity and cultural perceptions are discussed.

HIST 683 (21251) Global History of Eastern Europe

Timothy Snyder

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Th 9:25am-11:15am

A thematic survey of major issues in modern east European history, with emphasis on recent historiography. A reading course with multiple brief writing assignments.

HIST 688 (20347) New Approaches to Russian and Eurasian History: The Archival Revolution

Sergei Antonov

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Th 3:30pm-5:20pm

A reading seminar addressing recent work on Russian and Soviet history grounded in the ongoing “archival revolution” that began in the late 1980s. After reviewing the major earlier paradigms, we examine how they were overturned or significantly modified by archival-based evidence. Topics include the development of government and the law; historical actors and places marginalized by the earlier historiography, such as non-capital regions, the middle classes, conservatism, religion, and (more generally) non-state structures; and Russia’s position in the imperial, Soviet, and post-Soviet periods as a

vast and complex multiethnic political entity. Class discussions in English. Readings in English with Russian options available.

HIST 699 (21252) Readings in Early American History

Mark Peterson

mark.a.peterson@yale.edu

M 1:30pm-3:20pm

This readings seminar introduces students to the historical literature on European colonization of North America and the Caribbean, from the sixteenth century to the age of the American Revolution. It covers major themes in the scholarship, including European-Indigenous American contact and conflict, the rise of African chattel slavery, the institutional and political development of colonial America's societies and economies, the formation and dissolution of Britain's American empire, and the emergence of new American cultures. The assigned readings connect classics in this very rich scholarly field to recent works. As such, the course serves as excellent preparation for comprehensive exam fields, but also offers students interested in doing advanced research in this period the opportunity to explore promising topics.

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

Jay Gitlin

jay.gitlin@yale.edu

T 1:30pm-3:20pm

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 815 (20353) Slavery in the Atlantic World

Stuart Schwartz

stuart.schwartz@yale.edu

Marcela Echeverri Munoz

marcela.echeverri@yale.edu

Th 9:25am-11:15am

This seminar provides an introduction to the legal, economic, social, and political dimensions of the history of slavery in the Atlantic world. With a comparative perspective, it examines the rise and fall of the institution of slavery in the European Atlantic empires between the sixteenth and nineteenth centuries. Topics include the transatlantic slave trade, the plantation economy and the master class, alternative slave economies, slave life and politics, free blacks, and abolitionism during the Age of Revolutions.

HIST 825 (20354) New Nations

Anne Eller

anne.eller@yale.edu

W 1:30pm-3:20pm

This seminar examines classic and new works on state building after independence in Latin America and the Caribbean.

HIST 881 (20355) China's Age of Discovery

Valerie Hansen

valerie.hansen@yale.edu

W 3:30pm-5:20pm

Study of China's maritime history focusing on the period 1000–1500, culminating with the Zheng He voyages and their cancellation. English-language readings in secondary sources and primary sources in translation; examination of relevant maps in Beinecke's collection. Separate section for those with a reading knowledge of classical Chinese.

HIST 921 (20285) / HSHM 710 Problems in Science Studies

Joanna Radin

joanna.radin@yale.edu

W 1:30pm-3:20pm

Exploration of the methods and debates in the social studies of science, technology, and medicine. This course covers the history of the field and its current intellectual, social, and political positioning. It provides critical tools—including feminist, postcolonial, and new materialist perspectives—to address the relationships among science, technology, medicine, and society.

HIST 925 (21259) / HSHM 749 Visual and Material Cultures of Science

Paola Bertucci

paola.bertucci@yale.edu

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.

HSAR 540 (21792) The Decorative Threat

Joanna Fiduccia

joanna.fiduccia@yale.edu

W 9:25am-11:15am

“Decoration is the specter that haunts modern painting,” Clement Greenberg once claimed; it is modernism's “symptomatic shadow,” wrote Peter Wollen. This course seeks to understand these statements by exploring the role of decoration in modernist aesthetics and modern ideology, in which the decorative was entangled with motifs of excess and desire, truth and deception, and gendered labor and space, along with Orientalist fantasies, bourgeois reveries, socialist aspirations, and metaphors for the interiority of the modern subject. Beginning with readings on the significance of ornamentation and decoration at the origins of modern art history, we examine the relationship between theories of modernism and the development of the decorative arts in the nineteenth and twentieth centuries. The course concludes by considering the cultural and political legacies of the decorative threat in art and art history today. Readings include Alois Riegl, John Ruskin, Gottfried Semper, Theodor Adorno, Joris-Karl Huysmans, Gertrude Stein, Clement Greenberg, Caroline Arscott, Gülru Necipoğlu, Oleg Grabar, Peter Wollen, Rae Beth Gordon, Partha Mitter, Whitney Davis, Nancy Troy, Tag Gronberg, Anne Cheng.



HSAR 545 (21795) Research Methods in the Arts of the Americas

Jennifer Raab

jennifer.raab@yale.edu

T 10:30am-12:20pm

Discussion of scholarly methods, research practices, and critical texts to facilitate the conceptualization and development of dissertation projects. Workshops and presentations to mark various stages (key questions, core objects, relevant literature, argument, outline, drafts). Intended primarily for students undertaking the dissertation prospectus on topics related to the arts of the Americas. Prior permission of the instructor required.

HSAR 547 (21793) Futures in Art History

Jennifer Raab

jennifer.raab@yale.edu

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 549 (22440) Thinking Small

Marisa Bass

marisa.bass@yale.edu

M 10:30am-12:20pm

How do we think differently with images and objects that are small in scale? Do small-scale works have a particular ability to rouse the imagination, to engage the senses, or to operate in the political sphere? What are the implications of working small for artists in terms of their approach to technique, materiality, and composition? What kinds of knowledge and engagement do small works demand on the part of the viewer or user? And how might we extend the concept of thinking small even to large-scale works, for instance, by considering painting in terms of the unit of the brushstroke or the level of detail? When does smallness

result in greater abstraction or obscurity rather than greater realism or clarity? This seminar explores the concept of thinking small across media, including but also looking beyond the usual categories of the miniature and the microscopic. Our particular focus is on the art of the early modern Netherlands, but readings and discussion range more widely. A major component of the course is planning a prospective exhibition on Dutch art at the Yale Art Gallery and attendant discussion of curatorial issues and practice.

HSAR 600 (20387) Painting and Poetry in Islamic Art

Kishwar Rizvi

kishwar.rizvi@yale.edu

T 1:30pm-3:20pm

An exploration of the intersection between objects and texts in Islamic art with a focus on the arts of Iran, Turkey, and India. The seminar studies holdings in Yale's libraries and art galleries, which include ninth-century Qurans, thirteenth-century ceramics, and nineteenth-century lithographs, in order to gain an understanding of the manner in which poetic texts were deployed as an inspiration for visual art while serving as a critique of its very materiality.

HSAR 682 (20389) The Matter of Still Life

Carol Armstrong

carol.armstrong@yale.edu

T 1:30pm-3:20pm

This seminar concerns the history of still-life painting and photography from the seventeenth through the twentieth century, with an emphasis on the nineteenth century in France. We consider the genre of painting that was the lowest on the old hierarchy of genres as a site of contemplation of the following themes of modernity and modernism: materiality and commodification, medium-specificity, the gendering of the private sphere, fetishism, fantasy and displacement, subject/object relations, relations between the optical and the tactile, and the transformation of the artist's studio. We also consider the theory of the genres to which this particular genre belonged.

HSAR 714 (20390) Globalization of Modern Craft

Edward Cooke

edward.cooke@yale.edu

T 9:25am-11:15am

This seminar explores the development of self-conscious craft in the condition of modernity. Emerging from the work of the English designer-writer William Morris, modern craft has been intertwined with issues of identity (national and personal), class, and politics. Its intellectual foundation in the writings of Morris has also permitted modern craft to spread throughout the globe, taking root in different ways and at different times. The seminar investigates this geographic and temporal spread in a comparative fashion.

ITAL 577 (21493) / MDVL 577 Women in the Middle Ages

Christiana Purdy Moudarres

christiana.purdymoudarres@yale.edu

F 11:30am-1:20pm

Medieval understandings of womanhood examined through analysis of writings by and/or about women, from antiquity through the Middle Ages. Introduction to the premodern Western canon and assessment of the role that women played in its construction.

ITAL 610 (22444) USA: Travelers, Immigrants, Exiles from Italy (1920–2001)

Giuseppe Mazzotta

giuseppe.mazzotta@yale.edu

TTh 11:35am-12:50pm

The course focuses on the experiences of Italian travelers to North America. Its goal is to promote a critical historical consciousness of the social, political, and cultural reality of the Italian presence in the United States from the end of the First World War to the beginning of the twenty-first century. Students engage with a variety of media: from letters and diaries to memoirs and unpublished documents, from novels and poems to music and films. Through close readings and literary analyses, the course considers the historical and cultural context of each source, eliciting reflections in at least three key areas: national identity, transcultural encounters, and the relevance of the arts for travelers, migrants, and exiles.

JDST 721 (22786) / RLST 751 / NELC 703 Introduction to Judaism in the Ancient World: From Temple to Talmud

Steven Fraade

steven.fraade@yale.edu

TTh 1pm-2:15pm

The emergence of classical Judaism in its historical setting. Jews and Hellenization; varieties of early Judaism; apocalyptic and postapocalyptic responses to suffering and catastrophe; worship and atonement without sacrificial cult; interpretations of scriptures; law and life; the rabbi; the synagogue; faith in reason; Sabbath and festivals; history and its redemption.

LATN 729 (20726) The Roman World of the Plinys

Andrew Johnston

andrew.johnston@yale.edu

TTh 2:30pm-3:45pm

The Roman world of the Flavian Age and the principate of Trajan (ca. 70–110 C.E.) as seen through the writings of two of its public intellectuals, Pliny the Elder and his nephew Pliny the Younger. The former's encyclopedic *Natural History* and the latter's *Letters* and *Panegyric*. Politics, physical science, history, literature, zoology, magic, patronage, art history, and slavery during the period.

MDVL 620 (23364) Latin Paleography

Lisa Davis

Lisa.davis@yale.edu

M 10:30am-12:20pm

This course introduces students to the three components of medieval Latin paleography—literacy, connoisseurship, and description—while also addressing the general challenges of working with hand-produced medieval codices and fragments. Examples selected largely from collections in the Beinecke Library. A working knowledge of Latin is helpful but not required.

NELC 518 (21981) Assyria: The First Near Eastern Empire (Seminar)

Eckart Frahm

eckart.frahm@yale.edu

Survey of the history and culture of ancient Assyria, with a focus on its imperial phase in the first millennium B.C.E. Assyria's aggressive foreign policy; the role of the military; Assyrian royal ideology, religion, literature, art, and court life; Assyria's impact on the Bible; Assyria's image in classical sources. Readings from primary sources in translation.

NELC 557 (21980) Israeli Narratives

Shiri Goren

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Close reading of major Israeli novels in translation with attention to how their themes and forms relate to the Israeli condition. Focus on topics and theories of war and peace, migration, nationalism, and gender. Authors include Oz, Yehoshua, Grossman, Matalon, Castel-Bloom, Shalev, and Kashua.

NELC 665 (23343) Zoroastrianism

Kayla Dang
kayla.dang@yale.edu
TTh 1pm-2:15pm

Surveys the history of Zoroastrianism, one of the world's oldest continuous religious traditions, from its origins in the first millennia BCE to the present day. Readings in primary sources in English translation and secondary readings in modern scholarship.

PERS 561 (22014) Persian Culture and Media

Farkhondeh Shayesteh
f.shayesteh@yale.edu
MW 2:30pm-3:45pm

Advanced study of Persian grammar, vocabulary, and culture through the use of authentic Persian media. Examination of daily media reports on cultural, political, historical, and sporting events in Iran, Afghanistan, Tajikistan, and other Persian-speaking regions. Designed for nonnative speakers. Prerequisite: PERS 140 or permission of instructor.

PHIL 610 (20660) / PSYC 610 The Self Over Time: Psychological and Philosophical Approaches

Paul Bloom
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Laurie Paul
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W 7pm-8:50pm

What makes someone the same person over time? Philosophers and psychologists have long been fascinated by identity and the nature of the self. Philosophers ask: Are there really such things as individuals who endure over time, from cradle to grave? Or is this an illusion—is a single life nothing but a string of related individuals? If so, is it rational to value who you are now over who you might become in the distant future? In any case, how can someone undergo profound change yet remain the same person? Psychologists explore beliefs and inclinations. What is our natural understanding of personal identity and the self, and how does this change through development? How does this understanding connect to how we think about moral responsibility, love, gratitude, and guilt? What can neuroscience and cognitive science tell us about the nature of a persisting self? In this course, we explore the nature of personal identity and see what happens when philosophy meets psychology. While the course begins with introductory material, we quickly get to contemporary debates of real interest.

Prerequisite: some background in psychology, philosophy, or related disciplines. Permission of the instructor required.

PHIL 611 (20455) Early Modern Philosophy of Language

Zoltan Szabo
zoltan.szabo@yale.edu
Kenneth Winkler
kenneth.winkler@yale.edu
W 1:30pm-3:20pm

Study and discussion of early modern contributions to the philosophy of language. Reading in the *Port-Royal Logic*, Locke's *Essay*, and other works. Topics include the nature of signs; ideas as sources of meaning; the formation of propositions; truth; necessary truth; inference and logical form.

PHIL 626 (23135) Cognitive Science of Morality

Joshua Knobe

joshua.knobe@yale.edu

Introduction to the emerging field of moral cognition. Focus on questions about the philosophical significance of psychological findings. Topics include the role of emotion in moral judgment; the significance of character traits in virtue ethics and personality psychology; the reliability of intuitions and the psychological processes that underlie them.

PHIL 642 (20458) Language and Power

Jason Stanley

jason.stanley@yale.edu

T 1:30pm-3:20pm

An investigation into the way language shapes our social world, drawing on readings from feminist theory, critical race theory, formal semantics and pragmatics, political psychology, and European history.

PHIL 664 (20643) Justice, Taxes, and Global Financial Integrity

Thomas Pogge

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T 3:30pm-5:20pm

This seminar studies the formulation, interpretation, and enforcement of national and international tax rules from the perspective of national and global economic justice.

PHIL 675 (20662) Ethics and the Future

Shelly Kagan

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Th 1:30pm-3:20pm

Decisions we make now may affect whether human life will continue on Earth or not, or what the quality of that life will be like. This means that the existence and nature of hundreds of trillions of lives (a conservative estimate) may hang in the balance. Arguably, then, our highest moral priority should be to ensure that human life continues, and at an acceptable level of well-being. The view that this should be our overriding moral concern has been dubbed "long-termism." The seminar is devoted to examining this position and exploring the moral assumptions that lie behind it. Prerequisite: a previous course in moral philosophy.

PHIL 762 (20647) Idealization and Model-Building in Science and Philosophy

Daniel Greco

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Timothy Williamson

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M 1:30pm-3:20pm

Much recent philosophy of science studies the practice of model-building, especially where it involves idealizing assumptions, such as the frictionless planes and point particles of physics, the infinitely large populations of evolutionary biology, and the logically omniscient expected utility maximizers of

economics. It is increasingly common to think that philosophers also build models, and that model-building in philosophy can be fruitfully compared to model-building in science. In this class we explore a wide range of philosophical questions about the practice of building idealized models. What relations must such models bear to the real-world systems they model in order for them to give us knowledge? Is model-building always justified by concerns of tractability, or are there other reasons to build idealized models? Is idealization always eliminable in principle? What is the relationship between model-building on the one hand, and the search for laws of nature on the other?

PHYS 530 (23127) Scientific Teaching for Physical Sciences

Staff

T 9am-11am

The course covers fundamentals of learning theory and practical strategies for teaching in the physical sciences. Students practice teaching scientific concepts, manage classroom dynamics, and implement strategies for effective and inclusive teaching. In the second half of the course, students (1) apply these principles as they develop and evaluate instructional materials for a college-level science course and (2) develop a peer-reviewed and polished teaching statement. Prerequisite: completion of one term of required teaching at Yale (n/a for postdocs).

PLSC 583 (23050) Contemporary Critical Theory

Seyla Benhabib

seyla.benhabib@yale.edu

An examination of the themes of statelessness, migration, and exile in the works of Arendt, Benjamin, Adorno, Shklar, and Berlin.

PLSC 617 (22746) Democracy and Deliberation

Helene Landemore-Jelaca

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The course examines the connection between the idea of democracy and the practice of deliberation. While deliberation is at the core of contemporary normative theories of "deliberative democracy," deliberation is not by itself democratic. One of the aims of the seminar is to clarify to what extent democracy needs to be deliberative and to what extent deliberation can be democratic.

PLSC 722 (23049) Comparative Political Parties and Electoral Systems

Andrea Aldrich

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This course explores democratic representation through political parties around the world and the effects of electoral systems on party system development. We critically examine the role of political parties in the representation of societal interests, party system evolution, the consequences of electoral law, and challenges facing modern political parties today with a particular focus on the growth of authoritarian and far-right parties around the world. Prerequisite: introductory course in American politics or comparative politics. It is helpful, although not mandatory, to have taken a course on research design in the social sciences.

PLSC 723 (23052) Political Power and Inequality in Latin America

Ana De La O

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Overview and analysis of politics in Latin America. The emergence of democracy and the forces that led to the unprecedented increase in inequality in the twentieth century. Topics include institutional design, historical legacies, corruption, clientelism, and violence.

PLSC 725 (21300) / ECON 790 Empirical Political Economy

Ebonya Washington

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An overview of the field of empirical political economy. While students are expected to familiarize themselves with the most prevalent models in the field, the emphasis in this course is on the applied work. Students attain a working knowledge of the literature, learn to critically evaluate the literature, and most importantly develop the skills to come up with interesting, workable, and theoretically grounded research questions that will push that literature forward.

PLSC 755 (23051) European Politics

David Cameron

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Comparison of the political systems of the major European countries. Topics include political institutions, electoral politics and political parties, public policies, and contemporary problems.

PLSC 763 (23054) State Formation

Didac Queralt

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Study of the domestic and international determinants of functional states from antiquity to the present. Analysis of state formation in Europe from premodern times and outside Europe from colonial times. Topics include centralization of power, capacity to tax, and contract enforcement.

PLSC 772 (23069) Political Economy of Gender in South Asia

Sarah Khan

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This course focuses on the political and economic underpinnings and implications of gender inequality in South Asia. We draw on evidence from Bangladesh, Pakistan, and India to guide our theoretical and empirical inquiry into the following broad questions: What is gender, and what approaches do social scientists use to study gender inequality? How does gender inequality manifest in different social, economic, and political spheres, e.g., the household, the labor market, the electorate, the government? What are the cultural and structural drivers of gender inequality? How effective are different approaches to tackling gender inequality in South Asia? Previous course work in statistical data analysis is helpful, but not required.

PLSC 778 (22749) Comparative Politics II

Elizabeth Nugent

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

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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 828 (23056) American Political Development

Stephen Skowronek

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An examination of patterns of political change and institutional development in the United States. The course considers patterns of reform, the political construction of interests and movements, problems of political culture, party building, and state building.

PLSC 841 (23058) Democracy and Bureaucracy

Ian Turner

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Exploration of what government agencies do and why; focus on issues of accountability and the role of bureaucracy in representative democracy. Understanding how bureaucracy works internally and how it is affected by interactions with other political actors and institutions.

PLSC 931 (23342) American Politics Workshop

Christina Kinane

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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 933 (23341) Comparative Politics Workshop

Elizabeth Nugent

elizabeth.nugent@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 935 (23340) Political Theory Workshop

Helene Landemore-Jelaca

helene.landemore@yale.edu

Bryan Garsten

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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.

PLSC 939 (23339) Leitner Political Economy Seminar Series

Gerard Padro

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This seminar series engages research on the interaction between economics and politics as well as research that employs the methods of political economists to study a wide range of social phenomena. The workshop serves as a forum for graduate students and faculty to present their own work and to discuss current research in the field as presented by outside speakers, faculty, and students. Detailed information can be found at <http://leitner.yale.edu/seminars>. Open only to graduate students in the Political Science department. Can be taken as Satisfactory/Unsatisfactory only.

PLSC 941 (23338) International Relations Workshop

Alex Debs

alexandre.debs@yale.edu

Didac Queralt

didac.queralt@yale.edu

This workshop engages work in the fields of international security, international political economy, and international institutions. The forum attracts outside speakers, Yale faculty, and graduate students. It provides a venue to develop ideas, polish work in progress, or showcase completed projects. Typically, the speaker would prepare a 35- to 40-minute presentation, followed by a question-and-answer session. More information can be found at <http://irworkshop.yale.edu>. Open only to graduate students in the Political Science department. Can be taken as Satisfactory/Unsatisfactory only.

PLSC 943 (23337) Political Violence and Its Legacies Workshop

Staff

The MacMillan Political Violence and Its Legacies (PVL) workshop is an interdisciplinary forum for work in progress by Yale faculty and graduate students, as well as scholars from other universities. PVL is designed to foster a wide-ranging conversation at Yale and beyond about political violence and its effects that transcends narrow disciplinary and methodological divisions. The workshop's interdisciplinary nature attracts faculty and graduate students from Anthropology, African American Studies, American Studies, History, Sociology, and Political Science, among others. There are no formal presentations. Papers are distributed one week prior to the workshop and are read in advance by attendees. A discussant introduces the manuscript and raises questions for the subsequent discussion period. To help facilitate a lively and productive discussion, we ban laptops and cellphones for the workshop's duration. If you are affiliated with Yale University and would like to join the mailing list, please send an e-mail to huseyin.rasit@yale.edu with "PVL Subscribe" in the subject line.



PORT 964 (20553) Machado de Assis: The Literary World

Kenneth David Jackson

k.jackson@yale.edu

M 3:30pm-5:20pm

A study, in translation, of the novelistic world of J.M. Machado de Assis (1839–1908), considered the master of the Brazilian novel, examining his philosophical stance (skepticism and Menippean satire), narrative innovations (use of graphics, emblems, emptying content, etc.), social critique, encyclopedic referentiality, and contributions to modern prose. We read selected short stories and novels as well as critical essays and studies of Machado’s five major novels (called “Carioca quintet”). Students with Portuguese may read in the original.

PSYC 509 (22439) Social Cognition

John Bargh

john.bargh@yale.edu

W 9:25am-11:15am

A course in contemporary social cognition theory and research, in which students fully participate in each week’s class discussion of the assigned readings. The goal of the course is to bring students up to speed, not only on the major themes and programs of research today, but also on the historical roots and context of that research—in other words, why that research is being done in the first place.

PSYC 605 (22718) Social Emotions

Margaret Clark

margaret.clark@yale.edu

MW 1pm-2:15pm

The nature and function of emotions in social context. How emotions such as happiness, sadness, fear, and anger shape how we relate to others; how the ways in which we relate to others shape our experience and expression of these emotions. The nature and functions of additional emotions that seem to arise only

within the context of social relationships: feelings of hurt, guilt, gratitude, empathic joy, and empathic sadness.

PSYC 627 (22722) The Rise and Fall of Wonder: When Early Passions for Exploration and Discovery Decay with Age

Frank Keil

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M 1:30pm-3:20pm

Research on children's minds reveals early emerging abilities that help explain the developmental origins and early growth of wonder. We consider wonder as the joy of exploration and discovery. Preschoolers and even infants are driven to learn not just facts and statistics, but also underlying causal patterns that are at the heart of many sciences. They learn not just as individuals but also as members of knowledge communities and, early on, they sense how to "harvest" knowledge from these communities. Yet, those joyous moments of discovery and exploration often fade as children grow older and cease to wonder. We explore how this decline occurs and its consequences. When people stop wondering, they fail to expand their grasps of the world and become ever more vulnerable to misunderstanding and manipulation by others. We examine possible ways to reverse the decline.

PSYC 647 (20941) Social Science and Institutional Design: The Empirical Evaluation of Legal Policies and Practices

Tom Tyler

tom.tyler@yale.edu

T 2:10pm-4pm

The current legal system bases many of its policies and practices upon assumptions concerning human nature. What does research tell us about how those policies and practices actually operate? What alternative social science models are available and how would institutions be different if those models were used? This class considers deterrence models and compares them to models emphasizing legitimacy, morality, and social norms. Policing, the courts, and corrections are examined and evaluated against available empirical evidence. The class also considers alternative models of institutional design and evidence of their potential or actual effectiveness.

RLST 537 (23284) Readings in Indo-Islamic Texts

Supriya Gandhi

W 2:30pm-4:20pm

Close readings from a wide range of Persian and/or Urdu texts produced in South Asia. The selection of texts accommodates the research interests of enrolled students.

RLST 658 (20478) / EGYPT 512 Egyptian Monastic Literature in Coptic

Stephen Davis

stephen.davis@yale.edu

TTh 9am-10:15am

Readings in the early Egyptian classics of Christian ascetism in Sahidic Coptic, including the Desert Fathers and Shenoute. Prerequisite: EGYPT 510b or equivalent.

RLST 715 (22769) The Theology and Philosophy of Fakhr al-Din al-Razi

Frank Griffel

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Th 1:30pm-3:20pm

Recent research has shown that Fakhr al-Din al-Razi was the most influential Muslim theologian in the so-called postclassical period in Islam after 1100. In his works, Islamic theology and philosophy reached a mature state that brings together several intellectual traditions, among them that of classical Ash'arism, of Aristotelian philosophy (*falsafa*), of al-Ghazali's critique of *falsafa*, and of Sufism. The kind of synthesis that Fakhr al-Din al-Razi created dominated the education of Sunni theologians up to the mid-eighteenth century, when the confrontation with modernity created new priorities. This seminar takes a close look at this understudied thinker. The goal is to understand the most widespread kind of Islamic theology of the centuries between 1200 and 1750, a time that is not yet covered in textbooks on Islamic intellectual history. We read selections of Fakhr al-Din's work in the Arabic original.

Prerequisites: a firm grounding in classical Arabic and permission of the instructor.

RLST 890 (22272) Religion and Modernity

Noreen Khawaja

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T 3:30pm-5:20pm

Seminar for students working at the intersection of religion, philosophy, and politics in modernity.

Readings and topics change from year to year.

RUSS 692 (22370) Modernist Culture in Russia

Jinyi Chu

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Th 9:25am-11:15am

This course offers an interdisciplinary overview of modernist culture in Russia. Focus is on how poets, prose writers, artists, intellectuals, and politicians (from Merezhkovsky to Stravinsky, from Diaghilev to Lenin) interacted with each other and how imperial Russia developed its own modernist culture in global context. Topics include institutions of art and media; literary journals and groups; translation and book market; theater as industry; European thoughts in Russia; theosophy and literature; modernist sexuality; prerevolutionary urban culture; gentry life; dance, music, costume design; Russia between East and West; revolution and modernism. Students establish an in-depth understanding of the cultural milieu in Russia from the 1890s to the 1910s and are introduced to the scholarly discourses on Russian modernism.

S&DS 572 (23422) / PLSC 524 YData: Data Science for Political Campaigns

Joshua Kalla

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W 1:30pm-3:20pm

Political campaigns have become increasingly data driven. Data science is used to inform where campaigns compete, which messages they use, how they deliver them, and among which voters. In this course, we explore how data science is being used to design winning campaigns. Students gain an understanding of what data is available to campaigns, how campaigns use this data to identify supporters, and the use of experiments in campaigns. The course provides students with an introduction to political campaigns, an introduction to data science tools necessary for studying politics, and opportunities to practice the data science skills presented in S&DS 523. Can be taken concurrently with, or after successful completion of, S&DS 523.

SOCY 595 (21863) Stratification and Inequality Workshop

Rourke O'Brien

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Th 12pm-1:20pm

In this workshop we present and discuss ongoing empirical research work, primarily but not exclusively quantitative analyses. In addition, we address theoretical and methodological issues in the areas of the life course (education, training, labor markets, aging, as well as family demography), social inequality (class structures, stratification, and social mobility), and related topics.

SOCY 659 (21328) Law and Sociology

Monica Bell
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Th 4:10pm-6pm

This course introduces sociological perspectives on law, legal institutions, and regulated individuals and groups. The course, which includes lecture, small-group discussion, and seminar components, is divided into three parts. Part I focuses on fundamental concepts in sociology and the sociological analysis of law, covering topics such as class, culture, solidarity, legitimacy, bureaucracy, power, social control, and social capital. Part II provides a very brief introduction to sociological methods (qualitative and quantitative), with emphasis on learning to interpret and critique empirical research. Part III, the largest portion of the class, applies theory and methods to contemporary legal institutions and social problems. It covers a wide variety of topics, including understandings of law in everyday life, neighborhoods and residential segregation, race and racism, gender and sexuality, stigmatization and discrimination, diversity and affirmative action, poverty and the welfare state, housing law and housing inequality, family law and inequality, violence, policing, punishment, and immigration enforcement. In addition to a final exam or paper, students are expected to submit a small number of reading responses, participate in several small-group class discussions, and give one presentation during the latter half of the course. Permission of the instructor required. *Also LAW 21368.*

SPAN 500 (20554) History of the Spanish Language

Oscar Martin
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F 11am-1pm

The evolution of modern Spanish from spoken Latin, the origin and development of philology as the foundational discipline of literary studies, the rise of linguistics as a positivist field, the separation of linguistics from literary studies, and the fracturing of Romance studies into separate language and culture fields. In Spanish.

SPAN 746 (20555) The Specter of Poetry: Gustavo Adolfo Bécquer, Rosalía de Castro, Antonio Machado, and Juan Ramón Ji

Noel Valis
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M 1:30pm-3:20pm

An exploration and close reading of four great Spanish poets of the nineteenth and twentieth centuries, situating them within the pertinent literary traditions and movements of the period such as romanticism, symbolism, and modernism. Readings include Bécquer's *Rimas*, de Castro's *En las orillas del Sar*, Machado's *Soledades*, *Galerías*, and *Campos de Castilla*, and Jiménez's *Diario de un poeta recién casado*. In Spanish.

SPAN 812 (20556) The Polemics of Possession in Early Spanish American Narrative

Rolena Adorno
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T 1:30pm-3:20pm

Fundamental writings on the Spanish Indies from Columbus's "Letter of Discovery" of 1493 to the writings by authors of indigenous American heritage in the first quarter of the seventeenth century: their observations of New World realities, their debates about the meanings and rights of Spanish sovereignty, and their literary relationships to one another. The concept of "the polemics of possession"—their varied claims to territorial, political, cultural, and/or literary authority—orients the readings of the seminar. Prose texts by Cristóbal Colón, Hernán Cortés, Bartolomé de las Casas, Juan Ginés de Sepúlveda, Hernán Pérez de Oliva, Álvaro Núñez Cabeza de Vaca, Bernal Díaz del Castillo, El Inca Garcilaso de la Vega, and Felipe Guaman Poma de Ayala are complemented by Alonso de Ercilla's enduring narrative epic poem.

In Spanish.

SPAN 974 (20557) Narrative and Journalism in Spanish America: Bicentennial Readings

Anibal González-Pérez

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W 2:30pm-4:30pm

A study of the narrative-journalism relation in Spanish America from the early nineteenth to the early twenty-first century. Topics include definitions of journalistic discourse; the "law of dissimulation"; journalism and the self; journalism versus genealogy; journalism and avant-garde writing; testimonial and documentary fiction. Readings from works by J.J. Fernández de Lizardi, Ricardo Palma, Heriberto Frías, José Martí, Rubén Darío, Roberto Arlt, Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Elena Poniatowska, Tomás Eloy Martínez, Laura Restrepo. In Spanish.

WGSS 661 (22599) / REL 660 Queer Theology

Linn Tonstad

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Th 1:30pm-3:20pm

This course provides an introduction to queer theology, its theoretical grounding in queer theory, and some of the controversies and possibilities that make up its current shape. Questions considered include whether Christianity can or should be queer; the implications of contemporary debates in queer theory over temporality, futurity, sociality, and spatiality for the shape and possibility of queer theology itself; how to use art and performance as theological sources; and the way queer theory's anti-essentialist stance shifts the stakes of debates over the theological and political status of LGBTQ+ persons. The course also considers the impact of HIV/AIDS on notions of community formation, risk, and finitude.

Prerequisites: at least one term of theology at the graduate level (introduction to theology or systematic theology) or permission of the instructor; and preferably at least one course in gender studies.

WGSS 700 (20954) Feminist and Queer Theories

Evren Savci

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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.