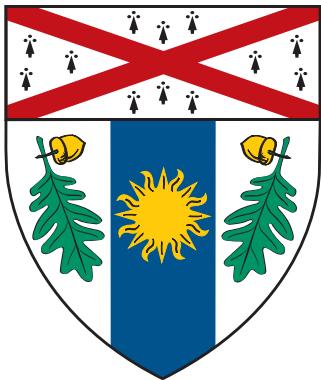


# School of Forestry & Environmental Studies 2015–2016



BULLETIN OF YALE UNIVERSITY

*Series 111 Number 12 August 20, 2015*

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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

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# Calendar

## FALL 2015

Aug. 6–8	TH–SA	Orientation for international students
Aug. 9	SU	Orientation for summer modules
Aug. 10–28	M–F	Training modules in technical skills & orientation events
Aug. 31	M	Meeting with the dean and academic orientation for first-year students (mandatory), 9 a.m.–noon, Burke Auditorium
Sept. 1	T	Course Expo, 9 a.m.
Sept. 2	W	Fall-term classes begin, 8:30 a.m.
Sept. 7	M	Labor Day. Classes do not meet
Sept. 16	W	Course registration closes
Sept. 23	W	Add/Drop period ends
Oct. 20	T	October recess begins, 9:30 p.m.
Oct. 26	M	Classes resume, 8:30 a.m.
Oct. 30	F	Open house for prospective students
Nov. 20	F	November recess begins, 5:30 p.m.
Nov. 30	M	Classes resume, 8:30 a.m.
Dec. 4	F	Open house for prospective students
Dec. 11	F	Classes end, reading period begins, 5:30 p.m.
Dec. 17–22	TH–T	Final examinations
Dec. 22	W	Fall term ends; winter recess begins, 5:30 p.m.

## SPRING 2016

Jan. 6	W	Fall-term grades due
Jan. 19	T	Spring-term classes begin, 8:30 a.m.
Feb. 2	T	Course registration closes
Feb. 9	T	Add/Drop period ends
Mar. 11	F	Spring recess begins, 5:30 p.m.
Mar. 28	M	Classes resume, 8:30 a.m.
Apr. 29	F	Classes end, reading period begins, 5:30 p.m.
May 6–11	F–W	Final examinations
May 11	W	Spring term ends, 5:30 p.m.
May 16	M	Spring-term grades due for graduating students
May 23	M	University Commencement
May 27	F	Spring-term grades due for continuing students

# The President and Fellows of Yale University

## President

Peter Salovey, A.B., M.A., Ph.D.

## Fellows

His Excellency the Governor of Connecticut, *ex officio*

Her Honor the Lieutenant Governor of Connecticut, *ex officio*

Joshua Bekenstein, B.A., M.B.A., Wayland, Massachusetts

Jeffrey Lawrence Bewkes, B.A., M.B.A., Old Greenwich, Connecticut

Maureen Cathy Chiquet, B.A., Purchase, New York

Francisco Gonzalez Cigarroa, B.S., M.D., San Antonio, Texas (*June 2016*)

Peter Brendan Dervan, B.S., Ph.D., San Marino, California

Donna Lee Dubinsky, B.A., M.B.A., Portola Valley, California

Charles Waterhouse Goodyear IV, B.S., M.B.A., New Orleans, Louisiana

Catharine Bond Hill, B.A., B.A., M.A., Ph.D., Poughkeepsie, New York (*June 2019*)

Paul Lewis Joskow, B.A., Ph.D., New York, New York

William Earl Kennard, B.A., J.D., Charleston, South Carolina

Margaret Hilary Marshall, B.A., M.Ed., J.D., Cambridge, Massachusetts

Gina Marie Raimondo, A.B., D.Phil., J.D., Providence, Rhode Island (*June 2020*)

Emmett John Rice, Jr., B.A., M.B.A., Bethesda, Maryland (*June 2017*)

Eve Hart Rice, B.A., M.D., Bedford, New York (*June 2021*)

Kevin Patrick Ryan, B.A., M.B.A., New York, New York (*June 2018*)

Douglas Alexander Warner III, B.A., Hobe Sound, Florida

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## **Provost**

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## **Vice President and General Counsel**

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## **Vice President for Finance and Chief Financial Officer**

Stephen Charles Murphy, B.A.

Effective September 1, 2015

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Gaboury Benoit, M.S., Ph.D., Grinstein Class of 1954 Professor of Environmental Chemistry; Professor of Environmental Engineering; and Director, Hixon Center for Urban Ecology

Graeme P. Berlyn, Ph.D., E. H. Harriman Professor of Forest Management; Professor of Anatomy and Physiology of Trees; and Editor, *Journal of Sustainable Forestry*

Benjamin W. Cashore, M.A., Ph.D., Professor of Environmental Governance and Political Science; and Director, Program on Forest Policy and Governance

Marian R. Chertow, M.P.P.M., Ph.D., Associate Professor of Industrial Environmental Management; Director, Program on Solid Waste Policy; and Director, Industrial Environmental Management Program (on leave, spring 2016)

Michael R. Dove, M.A., Ph.D., Margaret K. Musser Professor of Social Ecology; Professor of Anthropology; and Coordinator, F&ES/Anthropology Degree Program

Daniel C. Esty, M.A., J.D., Hillhouse Professor of Environmental Law and Policy; Clinical Professor, Law School; and Director, Yale Center for Environmental Law and Policy

Timothy G. Gregoire, Ph.D., J. P. Weyerhaeuser, Jr. Professor of Forest Management

Edgar G. Hertwich, M.S., Ph.D., Professor of Industrial Sustainability

Matthew J. Kotchen, Ph.D., Professor of Environmental Economics and Policy

Xuhui Lee, M.Sc., Ph.D., Sara Shallenberger Brown Professor of Meteorology

Robert O. Mendelsohn, Ph.D., Edwin Weyerhaeuser Davis Professor of Forest Policy; Professor of Economics; and Professor, School of Management

Chadwick Dearing Oliver, M.F.S., Ph.D., Pinchot Professor of Forestry and

Environmental Studies; and Director, Global Institute of Sustainable Forestry

Peter A. Raymond, Ph.D., Professor of Ecosystem Ecology (on leave, spring 2016)

James E. Saiers, M.S., Ph.D., Clifton R. Musser Professor of Hydrology and Associate Dean for Academic Affairs

Oswald J. Schmitz, M.Sc., Ph.D., Oastler Professor of Population and Community Ecology; Professor of Ecology and Evolutionary Biology; and Director, Yale Institute for Biospheric Studies

Karen Seto, Ph.D., Professor of Geography and Urbanization; Associate Dean for Research; and Director of Doctoral Studies

David K. Skelly, Ph.D., Frank R. Oastler Professor of Ecology; Professor of Ecology and Evolutionary Biology; and Director, Yale Peabody Museum of Natural History

John P. Wargo, Ph.D., Tweedy/Ordway Professor of Environmental Health and Politics; and Chair, Yale College Environmental Studies Major and Program (on leave, 2015–2016)

Julie B. Zimmerman, Ph.D., Professor of Green Engineering; Donna L. Dubinsky  
Associate Professor of Environmental Engineering; and Associate Director, Center  
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### **Faculty Emeriti**

William R. Burch, Jr., M.S., Ph.D., Frederick C. Hixon Professor Emeritus of Natural  
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John C. Gordon, Ph.D., Pinchot Professor Emeritus of Forestry and Environmental  
Studies

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Stephen R. Kellert, Ph.D., Tweedy/Ordway Professor Emeritus of Social Ecology; and  
Senior Research Scientist

William H. Smith, M.F., Ph.D., Clifton R. Musser Professor Emeritus of Forest  
Biology

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Craig R. Brodersen, M.S., Ph.D., Assistant Professor of Plant Physiological Ecology

Liza S. Comita, M.A., Ph.D., Assistant Professor of Tropical Forest Ecology

Justin Farrell, M.Div., Ph.D., Assistant Professor of Sociology

Alexander J. Felson, M.L.A., Ph.D., Assistant Professor, School of Forestry &  
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Eli P. Fenichel, M.S., Ph.D., Assistant Professor of Bioeconomics and Ecosystem  
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Kenneth T. Gillingham, Ph.D., Assistant Professor of Economics (on leave, 2015–2016)

Karen E. Hébert, Ph.D., Assistant Professor of Environmental Anthropology and  
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Nadine Unger, Ph.D., Assistant Professor of Climate Science

### **Non-Ladder Teaching Faculty**

Paul T. Anastas, Ph.D., Teresa and H. John Heinz III Professor in the Practice of  
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Department of Chemistry

Shimon C. Anisfeld, Ph.D., Senior Lecturer and Research Scientist in Water Resources  
and Environmental Chemistry

Ann Elizabeth Camp, M.F.S., Ph.D., Senior Lecturer and Research Scientist in Stand  
Dynamics and Forest Health

Carol Carpenter, M.A., Ph.D., Senior Lecturer and Associate Research Scholar in  
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Susan G. Clark, M.S., Ph.D., Joseph F. Cullman 3rd Professor Adjunct of Wildlife  
Ecology and Policy

Amity Doolittle, M.E.S., Ph.D., Senior Lecturer and Research Scientist

Paul Alexander Draghi, M.A., M.A., Ph.D., Lecturer in Forest History

Gordon T. Geballe, M.S., Ph.D., Lecturer in Urban Ecology and Associate Dean for External and Alumni Affairs  
Bradford S. Gentry, J.D., Professor in the Practice; Director, Yale Center for Business and the Environment; and Director, Research Program on Private Investment and the Environment  
John Grim, Ph.D., Senior Lecturer and Senior Research Scholar; and Coordinator, Forum on Religion and Ecology  
Arnulf Grubler, Ph.D., Professor in the Field of Energy and Technology  
Simon A. Queenborough, M.Sc., Ph.D., Lecturer; Research Scientist; and Mrs. John Musser Director, Tropical Resources Institute  
Jonathan D. Reuning-Scherer, Ph.D., Senior Lecturer in Statistics  
Mary Evelyn Tucker, Ph.D., Senior Lecturer and Senior Research Scholar; and Coordinator, Forum on Religion and Ecology

### **Research Faculty**

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Evan Beach, Ph.D., Research Scientist  
J. Alan Brewster, M.P.A., Research Scholar  
Ayman Elshkaki, Ph.D., Associate Research Scientist  
L. Kealoha Freidenburg, Ph.D., Research Scientist and Lecturer  
Helle Gronli, M.S., Associate Research Scientist  
Ermelinda Harper, M.S., Ph.D., Associate Research Scientist  
Anthony Leiserowitz, Ph.D., Research Scientist; and Director, Yale Project on Climate Change Communication  
Reid J. Lifset, M.S., M.P.P.M., Research Scholar; Associate Director, Industrial Environmental Management Program; and Editor-in-Chief, *Journal of Industrial Ecology*  
Jennifer Marlon, Ph.D., Associate Research Scientist  
David Mattson, Ph.D., Visiting Senior Research Scientist and Lecturer  
Arthur Middleton, Ph.D., Associate Research Scientist  
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Jiyoung Son, Ph.D., Associate Research Scientist  
Talbot Trotter III, Ph.D., Associate Research Scientist

### **Visiting Faculty, Adjunct Faculty, and Faculty with Primary Appointments Elsewhere**

Jessica Bacher, J.D., Lecturer  
Frances Beinecke, M.F.S., Dorothy McCluskey Visiting Fellow in Conservation and Lecturer  
Leon Billings, B.A., Lecturer  
Maureen Burke, M.B.A., Lecturer  
Richard Burroughs, Ph.D., Professor Adjunct of Coastal Science and Policy  
Douglas C. Daly, Ph.D., Professor Adjunct  
Mary Beth Decker, Ph.D., Lecturer

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Verlyn Klinkenborg, Ph.D., Lecturer  
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Paul Lussier, B.A., Lecturer  
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James G. MacBroom, P.E., Lecturer in River Processes and Restoration  
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Scott Rumage, Systems Manager, Information Technology

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Rosanne Stoddard, Registrar

Alyssa Student, B.S., Assistant Director, Career Development Office

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Susan Wells, B.S., C.P.A., Director of Finance and Administration

Bethany Zemba, M.P.A., Ed.D., Chief of Staff and Assistant Dean

**Henry S. Graves Memorial Library Collection**

Carla Heister, M.A., M.S., Librarian

# A Message from the Dean

More than a century since its founding, the Yale School of Forestry & Environmental Studies has evolved from a pioneering professional school of forestry to perhaps the world's finest training ground for tomorrow's environmental leaders. Research and teaching have expanded to include not only forestry, but also the fundamental concerns that today constitute the challenge of environmental management.

The central goal of our School is to build interdisciplinary expertise on the environment and to train a new generation of leaders capable of tackling some of the most urgent and difficult issues of our time. These issues touch almost every aspect of people's lives; they transcend political boundaries; and they often bring into sharp focus fundamental questions about equality and justice nationally and internationally.

The need for a new focus on environmental management has never been more obvious. We face new global-scale environmental challenges at the same time that we seek to meet an increased demand for food, energy, water, and the many other goods and services that are crucial for healthy and productive lives. The continuing loss of biological diversity, the degradation of ecosystem services, and new kinds of pollution, as well as climate change, are an impediment to eradicating poverty, and they are also fundamentally international in nature. They can only be solved by cooperation among developing and industrial countries and by leaders with a global perspective.

The core of our program at F&ES involves a thoughtful analysis and rigorous scientific study of the interaction between human societies and the natural world as a basis for sound environmental management. And because many of the solutions to today's environmental challenges lie outside the established environmental sector, our programs also reach into many other areas, among them economics, business, law, engineering, and medicine.

We provide a broadly based educational experience that equips our graduates to assume influential roles in government, business, nongovernmental organizations, public and international affairs, journalism, research, and education by continuing to collaborate with others within and beyond Yale.

Solutions to today's urgent environmental concerns will require a revolution in personal choice, a fusion of environmental and economic thinking, and an increased willingness on the part of business, government, and environmental leaders to develop shared goals that are sustainable over the long term. Our aim is to develop professionals trained in environmental management who can also wield influence in these broader arenas. Environmental thinking needs to be incorporated into corporate planning, energy strategy, technology policy, R&D funding, tax policy, international trade and finance, development assistance, and many other areas that once seemed far removed from traditional environmental concerns.

I hope and expect that those of you entering the School at this critical moment will have the energy and vision to help shape our collective environmental future locally and globally. I encourage you to use this bulletin to explore how F&ES can help facilitate your

goals and build a foundation of knowledge and experience that will equip you to help change the world.

Please visit our Web site (<http://environment.yale.edu>) to get an inside view of the dynamics and energy that will make F&ES an ideal place to continue your education.

Sir Peter R. Crane

*Carl W. Knobloch, Jr. Dean*

*School of Forestry & Environmental Studies*

# Mission of the School of Forestry & Environmental Studies

The Yale School of Forestry & Environmental Studies prepares new leaders and creates new knowledge to sustain and restore the long-term health of the biosphere and the well-being of its people.

We recognize that environmental challenges are increasingly international and seek to build a truly global school of the environment.

We believe that the human enterprise can and must be conducted in harmony with the environment, using natural resources in ways that sustain those resources and ourselves.

We believe that solving environmental problems must incorporate human values and motivations and a deep respect for human and natural communities.

We seek to integrate concern for Earth's ecosystems with the goal of achieving social equity.

We believe that a school of the environment must also be a school of sustainable development.

We find strength in our collegiality, diversity, independence, and commitment to excellence.

We educate women and men to guide human activity at the local, national, and global levels with a comprehensive understanding of the environmental, economic, and social consequences of their choices.

We create new knowledge in the science of sustainability and new methods of applying that knowledge to the challenge of environmental management, the restoration of degraded environments, and the pursuit of sustainable development.

We collaborate with all sectors of society to achieve fair and effective solutions to environmental problems.

For over one hundred years, first as a pioneering school of forestry, Yale has marshaled the expertise of diverse disciplines in the service of responsible stewardship of the environment. As the world's population grows and development accelerates, conserving the beauty, diversity, and integrity of the natural world becomes at once more important and more challenging.

We reaffirm our belief that such conservation is a practical and moral imperative.

# History of the School of Forestry & Environmental Studies

Yale University has played a leading role in the development of American conservation and natural resource management since the 1800s, when Yale graduates such as William Henry Brewer, Othniel C. Marsh, Clarence King, and George Bird Grinnell were deeply involved with the exploration of the West and the proper use of that region's resources. In 1900 that tradition was strengthened further when the University established the Yale Forest School. The men responsible for establishing the School were Gifford Pinchot, B.A. 1889, LL.D. 1925, and Henry S. Graves, B.A. 1892, LL.D. 1940. Pinchot was the first American to receive professional forestry training in Europe, and Graves the second. As consulting foresters, and later at the government's Division of Forestry, they demonstrated the first examples of forest management on private lands in the United States. The School was founded with a gift from the Pinchot family to ensure a continuing supply of professionals to carry out the work that lay ahead.

Pinchot, who became one of the leading figures in the administration of President Theodore Roosevelt, created the USDA Forest Service and served as its first chief. Credited with coining the phrase "conservation of natural resources," he defined conservation as the wise use of the Earth for the good of present and future generations.

Since its founding, it has been the School's mission to turn Pinchot's vision of conservation into educational and professional reality. Leading that quest until 1939 was the School's first dean and intellectual leader, Henry S. Graves. To Graves, graduate education, as in law and medicine, would define the new profession. Over the years, objectives have broadened, the mission has been interpreted differently, and methods of instruction have changed. Each decade has presented its singular challenges, and the School has responded vigorously to meeting them. In 1972 the School changed its name to the School of Forestry & Environmental Studies to recognize that it is concerned, in the broadest sense, with the scientific understanding and long-term management of ecosystems for human benefit.

In its second century, the environment school's research and teaching are focused on the following broad areas: ecology, ecosystems, and biodiversity; environmental management and social ecology in developing societies; forest science and management; global change science and policy; health and environment; industrial environmental management; policy, economics, and law; urban ecology, environmental planning, design, and values; and coastal and watershed systems. Under the leadership of Dean Peter Crane, the School is determined to extend its scope to meet the profound global environmental challenges the world faces.

# Statement of Environmental Policy

We the faculty, staff, and students of the Yale School of Forestry & Environmental Studies affirm our commitment to the responsible environmental stewardship of our School, the University, the city of New Haven, and the places where we teach and conduct research. In the course of these activities, we shall strive to:

- reduce our use of natural resources;
- support the sustainable production of the resources we must use by purchasing renewable, reusable, recyclable, and recycled materials;
- minimize our use of toxic substances and ensure that unavoidable use is in full compliance with federal, state, and local environmental regulations;
- reduce the amount of waste we generate and promote strategies to reuse and recycle waste that cannot be avoided; and
- restore the environment where possible.

Each member of the School community is encouraged to set an example for others by being a steward of our environment.

# Master's Degree Programs

## TWO-YEAR MASTER'S DEGREE PROGRAMS

The School of Forestry & Environmental Studies offers four two-year master's degrees: the professionally oriented Master of Environmental Management (M.E.M.) and the Master of Forestry (M.F.), and the research-oriented Master of Environmental Science (M.E.Sc.) and Master of Forestry Science (M.F.S.). The master's degree programs vary in their level of prescription, but all are sufficiently flexible to accommodate the diverse academic backgrounds, professional experiences, and career aspirations of a large and vibrant student body. The program curricula draw from more than one hundred courses taught by fifty F&ES faculty, as well as from courses taught elsewhere at Yale. Each student's course of study is customized through consultation with a faculty adviser who guides the student's learning experience from the first week at Yale until graduation. The master's degree programs require a minimum of two years in residence, 48 credits of course work at Yale, a summer internship or research experience, and completion of the Training Modules in Technical Skills prior to the student's first term (see below).

### *Master of Environmental Management*

The Master of Environmental Management degree prepares students for careers in environmental policy and analysis, green business, design and planning, conservation and stewardship, education, consulting, or journalism. The program requires course work from the diverse perspectives of the natural and social sciences, with a focus on the complex relationship among science, management, and policy. The purpose of the program is to provide students with a scientific understanding of ecological and social systems that can be applied in a policy or management context. Students are also expected to hone their capacity as leaders and managers through summer internships, professional skills courses, and other opportunities.

The M.E.M. curriculum is designed to ensure that F&ES graduates continue to be competitive in the ever-changing job market and ready to distinguish themselves as the next generation of leading environmental professionals. The M.E.M. curriculum consists of four main components: Foundations, Electives, Professional Skills, and a Capstone in applied problem solving.

### FOUNDATIONS

Six Foundations courses in five subject areas – (1) biological and ecological sciences, (2) earth and atmospheric sciences, (3) environmental economics, (4) statistics, and (5) social and policy sciences – cover the essential knowledge and theory that every environmental manager should have, regardless of his or her intended areas of specialization. F&ES elective courses build on these Foundations in addressing long-standing and emerging environmental problems in the later stages of the curriculum.

Students are strongly encouraged to take a Foundations course in each of the five areas, as they cover concepts and principles that serve as starting points for F&ES's advanced elective offerings. Students may be proficient in the subject areas of one or more of the

Foundations courses. This proficiency should be determined through discussion with the student's academic adviser and through consultation with the School's Foundations Advisory Committee (FAC). This faculty committee considers a student's prior course work in relationship to the content of a Foundations course (specified by the student) to determine proficiency and the appropriateness of proficiency-based exemption from that course. A student seeking FAC counsel on proficiency exemption should submit a completed Foundations Course Exemption form to the registrar by August 29, 2014.

The Foundations courses are offered during the fall terms. Students are encouraged to take two or three Foundations courses during their first term and the remaining Foundations courses – those less central to their intended areas of specialization and hence less essential as prerequisites for their upper-level course selections – in their third term.

## ELECTIVES

The main body of the curriculum consists of elective courses that present advanced-level treatments of topics and disciplines. Students can choose from approximately 130 courses in developing expertise in an area of specialization relevant to their career goals, with the assistance of their adviser, the Career Development Office, and other mentors. Collectively, these courses explore the social, political, ecological, and physicochemical processes that affect freshwater, atmospheric, land, industrial, urban, and energy systems. Most elective courses assume student command of the knowledge and concepts covered in one or more of the Foundations courses and may list other courses as prerequisites.

## PROFESSIONAL SKILLS

The Professional Skills component of the curriculum is intended to provide management, communications, and leadership training that is essential to success in environmental management and many other professions. Consisting of four 1-credit half-term courses, the optional Professional Skills Core lays a groundwork of professional training in project management, conflict resolution, communications, and financial management. These courses are supplemented by elective courses focusing on particular professional skills.

## CAPSTONE

The final component of the M.E.M is a Capstone course or project focusing on applied problem solving, and relying on the application of knowledge, methodological approaches, and interpretive techniques gained from courses taken during the earlier stages of the M.E.M. To fulfill this requirement, students work alone or in groups on a faculty-supervised Capstone project. This may involve service to a client (e.g., a government agency, company, not-for-profit, or individual); applied, nonacademic approaches to exploring environmental problems, such as filmmaking, journalism, or community-based projects; or a research project that culminates with a paper suitable for publication in a scientific or trade journal. The Capstone provides students with an opportunity to integrate academic study and research with real-world, hands-on problem solving. As the Capstone relies on integration of a body of knowledge, most Capstone courses have prerequisites.

## *Master of Forestry*

The Master of Forestry program trains professionals for the protection, management, and restoration of native forests and woodlands and associated human-made forest ecosystems (urban trees, agroforests, plantations); and for mediating and resolving the conflicting values of society that concern these forests and associated ecosystems. Forest systems cover one-third of the terrestrial surface of the earth. More important than this expansive distribution, however, are the numerous and critically important values that forests provide to human societies. Currently the pressures of economic development, population growth, and energy use challenge the sustainability of forest values as never before in human history.

Since 1900, the Master of Forestry program has provided leadership in the education of professional foresters. It is the oldest continuing forestry program in the Western Hemisphere. Almost all the early foresters in North America had their roots at Yale. Graduates include such notables as Aldo Leopold, M.F. '09 and Starker Leopold, M.F. '38; the fathers of forest ecology and silviculture in North America (Clarence Korstian, M.F. '26; Harold Lutz, M.F. '27; Stephen Spurr, M.F. '40; David Smith, M.F. '46); and nine of the first twelve chiefs of the USDA Forest Service. This program is designed for individuals who want to be at the forefront of forest resource management and policy. The Master of Forestry curriculum is a truly interdisciplinary approach rooted in the biological basis of ecosystems.

Master of Forestry graduates have pursued a variety of professional opportunities in forestry. Most start as general practitioners in management and with experience move through management to become policymakers and organizers. Employment can be characterized as follows: (1) government and public land management agencies (e.g., Environmental Protection Agency, U.S. Department of Agriculture Forest Service); (2) international development and conservation organizations (e.g., Food and Agriculture Organization, CARE, OXFAM, USAID, Winrock International, World Wildlife Fund, Conservation International); (3) industry, finance, and investment in timber, ecosystem services, and forest carbon (e.g., World Bank, The Forestland Group, John Hancock Insurance Co.); (4) urban forestry and community development in cities; and (5) town land use planners, land trusts, and conservation organizations (e.g., The Nature Conservancy, Wilderness Society). Some graduates use the degree as preparation for advanced study in doctoral programs.

The broad objective of the two-year M.F. program is realized by requiring a multidisciplinary suite of formal course work coupled with a progressive synthesis of knowledge in a significant project. Course work is supplemented through an array of local, regional, national, and international field trips to witness the practice of forestry in diverse settings. Real-world professional experience is provided through the Yale Forest and summer internships at a wide variety of resource management and policy organizations. Opportunities to engage in discussion with forest leaders are provided through workshops, meetings with visiting speakers of national and international repute, and involvement in the School's programs such as the Global Institute of Sustainable Forestry, the Forests Dialogue, the Tropical Resources Institute, and the Urban Resources Initiative.

The teaching objectives of the M.F. program are (1) to integrate knowledge about forests, natural resources, and society to form a sound basis for making management

decisions; (2) to provide electives and other educational opportunities to specialize by focusing on a particular land use or management issue concerning forest ecosystem management; and (3) to provide opportunities for independent problem solving, critical thinking, and self-development. Students take a mixture of natural, social, and quantitative science courses, culminating in the second year with courses in integrated resource management and leadership. Flexibility in the choice of courses within the core curriculum as well as choice of electives allows each student to tailor his or her program to a desired specialization. Sample specializations have included community development and social forestry; protected areas management; extension and education; consulting forestry; business; watershed health and restoration; tropical forest management; agroforestry; and industrial forest management.

The Master of Forestry degree is accredited by the Society of American Foresters (SAF). The SAF was founded in 1900 by Yale College graduates Gifford Pinchot and Henry S. Graves and five other pioneer foresters, and its role as accrediting body for forestry in the United States is recognized by the U.S. Department of Education and the Council on Post-Secondary Accreditation. For this reason, the degree is widely accepted in other regions and countries with similar professional standards. In recent years there has also been a growing recognition of required professional licensing and registration for all resource managers in the United States, particularly in the Northeast and West Coast regions, or for individuals working in any of the federal agencies, e.g., U.S. Department of Agriculture Forest Service. In most of these states and agencies, resource management can be practiced only by individuals who have met certain educational and experience standards. An accredited professional degree is usually the first requirement. *A minimum of two full years in residence and sixteen full courses (48 credits) is required for completion of this program.*

### *Master of Environmental Science/Master of Forest Science*

The Master of Environmental Science and the Master of Forest Science degree programs are expressly designed for students wishing to conduct research that contributes to basic and applied knowledge in any of the fields taught at F&ES, such as ecology, hydrology, social ecology, economics, industrial ecology, or policy. These degrees are intended to facilitate a deeper disciplinary focus than the Management degrees, while allowing students the flexibility in course election that will allow them to meet diverse educational goals. The Master of Environmental Science is intended for students who wish to work broadly in different fields of environmental science. The Master of Forest Science is intended for students who wish to work in forest-related topics.

The course of study for both degrees includes formalized School-level training in the philosophy and practice of science. Training is provided through key courses in combination with extended project research and disciplinary and nondisciplinary electives. The scientific research required for this degree will be conducted in close collaboration with an F&ES faculty adviser. *Therefore students must have a commitment from a faculty adviser before being admitted to these degree programs.* The Master of Environmental Science and Master of Forest Science programs require the student to produce a “scholarly product.” This product may take the form of a traditional master’s thesis or a paper submitted to a refereed journal.

## *Training Modules in Technical Skills (MODs)*

All incoming master's students participate in three weeks of summer modules, which introduce the students to a basic understanding of field data, the basis for all environmental science and policy. MODs have three goals: (1) introduce basic systems analysis techniques, the foundation for all environmental science, management, and policy, using three local ecosystems; (2) build F&ES community spirit; and (3) introduce new students to the landscape they will be living, studying, and working in for the next few years. MODs take place in three settings: the urban environment of New Haven, the Yale Myers Forest in northeast Connecticut, and the Great Mountain Forest in northwestern Connecticut.

These modules are *required* of all first-year master's students enrolled in two-year programs as well as of all one-year midcareer degree program students. Course work is primarily in the field and covers three technical areas:

**Ecosystem analysis** Understanding the process of data collection, analysis, and interpretation is important for all natural resource professionals, from field researchers to resource managers and policy makers. The objective of this module is to improve the ability to evaluate ecosystem data by introducing/reviewing principles of and techniques for quantifying natural resources.

**Urban** The goal of this module is to acquaint students with field skills for characterizing and understanding urban ecosystems. It is designed to complement the Yale Myers Forest module, which uses an ecosystem framework and examines largely undisturbed systems. In contrast, the urban module explicitly considers how the actions of humans and the existence of the built environment alter ecosystem structure and function.

**Reading the landscape** The goal of this module is to provide a basic understanding of how to interpret landscapes, taking into consideration land use history, land management, ecological conditions, and geological features, and how they have combined to shape the land and ecosystems today. Students are also introduced to the fundamentals of navigation, surveying, and map making, leading to an understanding of how to interpret various representations of spatial information.

## **ONE-YEAR MIDCAREER MASTER'S DEGREE PROGRAM**

The midcareer M.E.M. or M.F. degree program is intended to permit environmental and forest managers to build on their work experience in order to acquire skills that will enable them to pursue their career goals more effectively. To this end, those admitted into the program must have at least seven years of directly relevant professional experience in the environmental or forestry field that is sufficient to provide a corpus of experiential learning equivalent to one year of academic study at F&ES. So that the admissions committee may fairly judge each applicant's work record in light of this requirement, an applicant must detail his or her career work experience. Relevant work experience is not the sole criterion for admission into this degree program; the breadth of prior academic training is also considered, and those applicants who are better prepared (see Preparation for Admission, in the chapter Admissions: Master's Degree Programs) are more likely to succeed in this competitive admission process.

The midcareer degree program is not appropriate for those seeking to make an abrupt career change, nor is it suitable for those who have acquired seven or more years of work experience that is tangentially related to environmental or forest management. Normally, voluntary service will not be considered equivalent to career experience needed for acceptance into this degree program.

The one-year midcareer Master of Environmental Management and Master of Forestry degree programs have less structured curricula than the two-year programs. Attendance at the Training Modules (see Training Modules in Technical Skills, above) is required, and the successful completion of 24 credits of course work and independent study is required. One year in residence is normally required, as is initial enrollment at the start of the fall term.

## JOINT MASTER'S DEGREE PROGRAMS

The School of Forestry & Environmental Studies supports several curricula that work concurrently toward two degrees from different academic units of Yale University. Opportunities for development of joint-degree programs exist with the School of Architecture, Divinity School, Law School, School of Management, School of Public Health, the Graduate School of Arts and Science's Global Affairs program coordinated through the Jackson Institute, the International and Development Economics program of the Graduate School's Department of Economics, and three programs offered by the Graduate School and coordinated through the MacMillan Center (African Studies, East Asian Studies, and European and Russian Studies). Joint-degree programs with Pace Law School and Vermont Law School constitute additional options. Applicants are urged to apply to both units at the same time. All of these programs are subject to the following general guidelines.

Applicants must apply to, and be accepted by, both units of the University according to normal admissions procedures. A minimum of one and one-half years (three terms) and 36 credits is required at the School of Forestry & Environmental Studies. For successful integration of the two programs, it is recommended that students spend a complete academic year (two terms) at one school, the following academic year at the other school, and then split the final year between the two schools.

Upon successful completion of the formal joint-degree program, the student will be awarded one of the four F&ES master's degrees, together with the joint degree. The joint-degree programs, sponsoring Yale academic units, and associated residency requirements (which are in addition to the three-term requirement of F&ES) are as follows:

1. School of Architecture: Master of Architecture I (five terms); Master of Architecture II (three terms).
2. Divinity School: Master of Arts in Religion (3 terms); Master of Divinity (five terms).
3. Schools of law (Yale Law School, Pace Law School, and Vermont Law School): Juris Doctor (five terms).
4. School of Management: Master of Business Administration (three terms).
5. School of Public Health: Master of Public Health (three terms).
6. Global Affairs (Graduate School of Arts and Sciences): Master of Arts (three terms).

7. Department of Economics, International Development and Economics program (Graduate School of Arts and Sciences): Master of Arts (two to three terms).
8. African Studies (Graduate School of Arts and Sciences): Master of Arts (three terms).
9. East Asian Studies (Graduate School of Arts and Sciences): Master of Arts (three terms).
10. European and Russian Studies (Graduate School of Arts and Sciences): Master of Arts (three terms).

For questions about these joint-degree programs, please contact the F&ES Office of Admissions at [fesinfo@yale.edu](mailto:fesinfo@yale.edu) or 800.825.0330.

### *Joint-Degree Program with Tsinghua University*

F&ES offers a three-year joint-degree program with Tsinghua University School of Environment in China. This program consists of one and one-half years (three terms) at Tsinghua working toward a Master of Environmental Engineering and one and one-half years (three terms) at Yale working toward a Master of Environmental Management, Master of Environmental Science, Master of Forestry, or Master of Forest Science. Students who begin their program at F&ES will spend one year (two terms) at F&ES, followed by one and one-half years (three terms) at Tsinghua, and then conclude their program with one-half year (one term) at F&ES. Students who begin their program at Tsinghua will spend one-half year (one term) at Tsinghua, one and one-half years (three terms) at F&ES, and then conclude their program with one year (two terms) at Tsinghua.

Applicants must apply to, and be accepted by, both F&ES and Tsinghua University under normal admissions procedures. For questions about this joint-degree program, please contact the F&ES Office of Admissions at [fesinfo@yale.edu](mailto:fesinfo@yale.edu) or 800.825.0330.

### *Joint Management Program with Universidad de los Andes*

F&ES offers an additional joint program with the Universidad de los Andes in Bogotá, Colombia. This program consists of two years (48 credits) at F&ES working toward the Master of Environmental Management, followed by fifteen months at the Universidad de los Andes working toward completion of the full-time Master of Business Administration. Upon successful completion of each program, the student will be awarded a Master of Environmental Management degree from Yale and a Master of Business Administration degree from Universidad de los Andes.

Applicants must apply to, and be accepted by, both F&ES and the Universidad de los Andes under normal admissions procedures. For questions about this joint-degree program, please contact the F&ES Office of Admissions at [fesinfo@yale.edu](mailto:fesinfo@yale.edu) or 800.825.0330.

## **PART-TIME PROGRAM**

Students who wish to obtain a degree through the part-time option must complete the same curriculum as full-time students. Participants must enroll for at least two courses per term and must complete the degree requirements within four years of matriculation. Part-time tuition will be \$11,296.25 per term for the academic year 2015–2016.

## **SPECIAL STUDENTS**

For those who do not wish to pursue a degree program, F&ES offers the option of special-student status. Special students may be registered for a period as short as one term and may enroll in a minimum of one course or elect to take a full program of four courses per term. Please note that international applicants who are not coming through a preestablished Memorandum of Understanding between a partner university and Yale University will likely not be able to participate in the special student program. Special students may not be eligible to participate in the summer Training Modules in Technical Skills. Under normal circumstances, no one may hold special-student status for more than one academic year. No degree or certificate is granted for special-student course work. Students will receive official transcripts of course work completed. For information on tuition for special students, see the chapter Tuition, Fees, and Other Expenses.

# Doctoral Degree Program

The Doctor of Philosophy (Ph.D.) degree is conferred through the Yale Graduate School of Arts and Sciences. Work toward this doctoral degree is directed by the Department of Forestry & Environmental Studies of the Graduate School, which is composed of the faculty of the School of Forestry & Environmental Studies. Doctoral work is concentrated in areas of faculty research, which currently encompass the following broad foci: agroforestry; biodiversity conservation; biostatistics and biometry; community ecology; ecosystems ecology; ecosystems management; energy and the environment; environmental and resource policy; environmental anthropology; environmental biophysics and meteorology; environmental chemistry; environmental ethics; environmental governance; environmental health risk assessment; environmental history; environmental law and politics; environmental management and social ecology in developing countries; forest ecology; green chemistry and engineering; hydrology; industrial ecology; industrial environmental management; plant physiology and anatomy; pollution management; population ecology; resource economics; silviculture; social ecology; stand development, tropical ecology, and conservation; sustainable development; urban ecology; urban land cover change; urban geography; urban planning; and water resource management.

## REQUIREMENTS FOR THE DOCTORAL DEGREE

All courses listed in this bulletin are open to students working for the doctoral degree. Additional courses are available in other departments – e.g., Anthropology; Chemistry; Ecology and Evolutionary Biology; Economics; Geology and Geophysics; Management; Mathematics; Molecular, Cellular, and Developmental Biology; Political Science; Sociology; and Statistics – and are listed in the bulletin of the Graduate School.

A doctoral committee will be appointed for each student no later than the student's second term in the program. The committee consists of a minimum of three faculty members from the Yale University community. When appropriate for their research areas, students are encouraged to suggest committee members from other universities. Doctoral students work under the supervision of their doctoral committees. The committee should be chaired or cochaired by an F&ES ladder faculty member.

Students are required to take the Doctoral Student Seminar (F&ES 900) during the first year of their program.

Two Honors grades must be achieved before a student is eligible to sit for the qualifying examination. In addition, students are expected to serve four terms (10 hours per week) as teaching fellows, in partial fulfillment of their doctoral training.

A written and oral qualifying examination is required upon completion of the course requirements. Students are expected to take the examination by the end of their second year, although this can be extended to the third year in cases with appropriate extenuating circumstances. At the time of the qualifying examination, the student must present a prospectus of the research work proposed for the dissertation. Successful completion of the qualifying examination and submission of the prospectus will result in admission to candidacy.

The director of doctoral studies (DDS) of the School serves as director of graduate studies for the Department of Forestry & Environmental Studies of the Graduate School, administers the doctoral program, and may be consulted if questions arise.

Before beginning work, the student must secure approval from his or her committee and the DDS for a proposed program of study and for the general plan of the dissertation. Appropriate advanced work is required. Courses chosen should form a coherent plan of study and should support research work for the proposed dissertation.

The dissertation should demonstrate the student's mastery of his or her chosen field of study as well as the ability to do independent scholarly work and to formulate conclusions that may modify or enlarge previous knowledge.

Candidates must present themselves for the oral defense of the dissertation at such time and place as the student, the DDS, and the committee determine. Upon completion of the dissertation, the candidate must make unbound copies of the dissertation available to the faculty. Copies of the approved dissertation must be submitted to the Graduate School.

## **COMBINED DOCTORAL DEGREE**

### *Department of Anthropology*

The School of Forestry & Environmental Studies offers a combined doctoral degree with Yale's Department of Anthropology. The purpose and attraction of the degree are three-fold: (1) it combines the disciplinary identity and strengths of the Anthropology department with the interdisciplinary character and possibilities of F&ES, especially in terms of bridging the social and natural sciences; (2) it combines the strengths in ecological and environmental studies of F&ES with the social science strengths of the Anthropology department; and (3) it combines the Anthropology department's strengths in theory with the emphasis within F&ES on linking theory with policy and practice. The combined doctoral degree offers its graduates great flexibility when entering the marketplace: they can represent themselves as anthropologists and/or environmental scientists, as theoreticians and/or practitioners. They have the credentials to apply for policy-oriented positions with international institutions, as well as academic positions in teaching and research. The academic program of each student in the combined-degree program is to some extent tailored specifically to his or her particular history, interests, and needs, but there are general guidelines that combined students can be expected to follow.

Prospective combined-degree students must initially apply either to Anthropology or to F&ES but not to both at the same time. However, in keeping with the current Yale Graduate School application process, they should indicate their interest in the combined degree by marking the application form appropriately. Once the student is accepted in the initially chosen doctoral program, the application file will be considered in the second program, and a decision on the combined-degree application will be communicated by the Graduate School by the usual deadline for acceptance of admission offers. Such students will be allocated to their initially chosen program as their primary administrative home, but will enter Yale as members of the combined-degree program. Being turned down for entry into the combined-degree program at this point does not preclude re-application after arriving at Yale the following fall term. More detailed guidelines for the

combined-degree program can be found on the F&ES Web site at <http://environment.yale.edu/doctoral/degrees/combined-anthropology>.

### *New York Botanical Garden*

The School of Forestry & Environmental Studies offers a combined doctoral degree with the New York Botanical Garden, which is funded by the Lewis B. Cullman Fellowship. The objective is to train biological scientists to use an interdisciplinary approach to solving problems associated with tropical environments.

Areas of study include agroforestry and forest management, ecosystem analysis, economic botany, economic evaluation of tropical resources, ethnobotany, plant biodiversity and conservation, social processes affecting management of natural resources, tropical field studies, and tropical silviculture.

For more information about the combined doctoral degree, please contact the director of doctoral studies at 203.432.5146.

# Subjects of Instruction

Courses offered by the School of Forestry & Environmental Studies are described below. The letters “a” and “b” following the course numbers indicate fall- and spring-term courses, respectively. The letter “E” following a course number indicates an online course. Bracketed courses will not be offered during the 2015–2016 academic year.

Project courses involve individually assigned advanced field or laboratory work, or literature review, on topics of special interest to the student; credits and hours for these projects are determined for each student in consultation with the instructor.

Courses throughout the University are generally open to students enrolled in the School of Forestry & Environmental Studies, subject to limitations on class size and requirements for prerequisites.

**Note** For updated course listings, please see the School of Forestry & Environmental Studies Web site, [www.environment.yale.edu/courses](http://www.environment.yale.edu/courses).

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## F&ES ONLINE AND FLIPPED COURSES

In addition to offering courses in the traditional classroom setting, the School of Forestry & Environmental Studies in recent years has made a growing commitment to providing quality education through online learning. As part of this initiative, the School introduced a series of courses that “flip” the typical classroom model. These courses allow students to watch lectures online while still providing an opportunity for weekly personal interactions with F&ES faculty. The digital format helps the instructors incorporate multimedia resources that are difficult to use in the classroom and enables more time for discussion, questions, and/or group work during student-instructor interactions. During the 2015–2016 academic year, the School will offer several courses that use the flipped model. We are also actively developing flipped courses and integrating technology into the classrooms. Therefore, classes not listed here may include some flipped features. Courses offered in 2015–2016 include the following:

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F&ES 530a	Ecosystems and Landscapes	40
F&ES 659b	Principles in Applied Ecology: The Practice of Silviculture	54
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F&ES 783Ea,b	Introduction to Religions and Ecology	78
F&ES 787E	Thomas Berry: Life and Thought	79
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## COURSE DESCRIPTIONS

At F&ES, new courses are often added after this bulletin is printed. Our Web site at <http://environment.yale.edu> will have an updated list, as well as a list of environmental courses available in other departments at Yale. See also Yale University’s online course information Web site: [www.yale.edu/oci](http://www.yale.edu/oci).

### *Foundations*

**[F&ES 500a, Landscape Ecology]** 3 credits. This Foundations course is an introduction to the study of large-scale ecological patterns and processes. Landscape ecology is a relatively young, rapidly changing field. The topics covered reflect the diverse interests of ecologists: species-area relationships, island biogeography, metapopulation theory, individual-based models, cellular automata, models of biodiversity, etc. Throughout the

course the emphasis is on when and how to integrate a spatial perspective into consideration of major ecological questions. Readings from the primary literature augment material covered in lectures. Students complete a project resulting in a manuscript on a landscape-related topic. Knowledge of the concepts and principles covered in Landscape Ecology is assumed for all other F&ES courses in ecology and is essential for informing many kinds of decisions regarding ecosystem management. David K. Skelly]

**F&ES 505a, Economics of the Environment** 3 credits. This course provides students with in-depth training using economic analysis to address environmental policies and management. Students are exposed to tools that allow them to assess the efficiency of different environmental policies and management strategies. The course examines when markets manage the environment efficiently and when they fail. It covers a range of topics including preventing pollution, managing renewable resources, and consuming nonrenewable resources. It stresses the importance of science and values in making efficient choices. The course is a prerequisite for all advanced economics courses and provides knowledge that is fundamental to success in F&ES courses on resource management. Matthew J. Kotchen

**F&ES 510a, Introduction to Statistics in the Environmental Sciences** 3 credits. An introduction to probability and statistics with emphasis on applications in forestry and environmental sciences. Includes methods of graphical analysis, introduction of common probability distributions, and hypothesis testing. The final third of the course introduces the topics of regression and analysis of variance that are covered more thoroughly in F&ES 753a. There are weekly problem sets using MINITAB software, as well as a final project. This course is a prerequisite for all other statistics courses offered through F&ES, and it presents statistical methods used in many of the School's courses in both the natural and social sciences. Three hours lecture. Jonathan D. Reuning-Scherer

**F&ES 510Ea, Introduction to Statistics in the Environmental Sciences** 3 credits. An introduction to probability and statistics with emphasis on applications in forestry and environmental sciences. Includes methods of graphical analysis, introduction of common probability distributions, and hypothesis testing. The final third of the course introduces the topics of regression and analysis of variance that are covered more thoroughly in F&ES 753a. There are weekly problem sets using MINITAB software, as well as a final project. This course is a prerequisite for all other statistics courses offered through F&ES, and it presents statistical methods used in many of the School's courses in both the natural and social sciences. This course is taught in a flipped classroom approach. Enrollment limited to thirty. Jonathan D. Reuning-Scherer

**F&ES 515a, Physical Sciences for Environmental Management** 3 credits. This Foundations course seeks to provide students with the physical science basics that they need in order to understand and manage environmental problems. The course draws on the following disciplines: climatology, environmental chemistry, geology, hydrology, meteorology, oceanography, and soil science. Focus is on understanding both the underlying concepts and how they apply to real-world environmental challenges. Useful both as a freestanding course and as a gateway to a wide spectrum of intermediate and advanced courses. Shimon C. Anisfeld

**F&ES 520a/ANTH 581a, Society and Environment: Introduction to Theory and Method** 3 credits. This is an introductory course on the scope of social scientific contributions to environmental and natural resource issues. Section I presents an overview of the field and course. Section II deals with the way that environmental problems are initially framed; case studies focus on placing problems in their wider political context, new approaches to uncertainty and failure, and the importance of how the analytical boundaries to resource systems are drawn. Section III focuses on questions of method, including the dynamics of working within development projects, and the art of rapid appraisal and short-term consultancies. Section IV is concerned with local peoples, resources, and (under)development, with case studies addressing issues of representing the poor, development discourse, and the question of indigenous peoples and knowledge. There will be several guest lectures by leading contributors to the field. No prerequisites. This is a Foundations course in F&ES, a core course in the joint F&ES/Anthropology doctoral degree program, and a prerequisite for F&ES 869b/ANTH 572b. Three hours lecture/seminar. Michael R. Dove

[**F&ES 525a, The Politics and Practice of Environmental and Resource Policy** 3 credits. The purpose of this Foundations course is to provide a survey of public policy theory and practice, as related to development and implementation of environmental and natural resource policy. The course examines theories of policy formation; the intricacies of the policy-making process; the history of natural resource and environmental policy; and applied techniques in policy analysis and evaluation. The course has been specifically designed to provide both a theoretical and practical introduction to natural resource and environmental public policy. Upon completion of the course, the student will understand the political environment within which public policy is formulated, including the role of ideas, science, and learning. Students also will be able to demonstrate basic technical competence in environmental public policy development and the implementation process. The course has been developed to accommodate biologists and other natural scientists and assumes no prior knowledge of political science or the policy-making process. Benjamin W. Cashore]

**F&ES 530a, Ecosystems and Landscapes** 4 credits. This Foundations course is an introduction to concepts in ecosystem and landscape ecology. Topics covered include element cycling, food web interactions, species-area relationships, whole system metabolism, models of biodiversity, etc. The course emphasizes how to integrate knowledge to understand ecological patterns and processes at multiple scales in order to study, manage, and conserve species and ecosystems. Peter A. Raymond, Oswald J. Schmitz

### *Professional Skills Courses*

**F&ES 575a, PSC: Foundations of Environmental Leadership and Management** 1 credit. This module consisting of six weekly, two-hour sessions is structured to introduce students to an overview of management fundamentals in an industrial framework with an overlay of the environment (and health and safety) function and how it operates within this context. Students obtain an introduction on the basic elements of how management processes work in organizations and are exposed to the key skills necessary to be successful in industrial organizations as environmental professionals. Meeting dates to be determined. Kristin Morico

**F&ES 576a, PSC: Collaboration and Conflict Resolution Skills for Environmental Professionals** 1 credit. Public decision making takes place in an increasingly complicated and challenging policy-making environment. Decision-making processes need to accommodate complex issues and a crowded and diverse field of stakeholders, all of whom seek a voice in the decision-making process. Process management skills are among the unsung and often untaught skills required by people working in environmental management and public policy. These skills include knowing whom to include when working on a tricky topic; planning and running good meetings; developing strong coalitions; assessing disputes well, then building sound public processes based on what you learn; and determining when it might be helpful to have additional neutral support to assist you in resolving a complex public dispute. This course introduces students to some of the key concepts behind when and how to engage the public or key stakeholders in a productive way to address important environmental and public policy topics. Each 2.5-hour session includes some time for presentation of theory, a small-group exercise or simulation, and large-group discussion of student and trainer experience, and is designed around real-world situations from the presenter's experience as an impartial public issues mediator and facilitator. Meeting dates to be determined. Enrollment limited to thirty. Ona Ferguson

**F&ES 577b, PSC: Environmental Communicator** 1 credit. This course prepares students for the communication tasks they will face as environmental professionals, researchers, or employees. In their careers, most professionals spend more than half their work time communicating with others, both inside and outside their organization. To advance in their careers and contribute to the progress of an environmental cause, students need a refined ability to communicate their ideas with clarity and credibility. This course focuses on building a constellation of skills that students can apply to their work. They learn how to use communication to influence others, advocate their ideas, and collaborate with colleagues on project teams. Course topics include strategy in communication, diplomatic language, public speaking, writing styles, listening to people, and framing environmental issues for the public. The course meets for a weekly two-hour lecture and demonstration, and students attend a one-hour small-group practice session that allows them to reinforce new communicative behaviors in simulated job tasks, such as project meetings, budget requests, and public hearings. Meeting dates to be determined. Enrollment limited to forty-five. William A. Vance

**F&ES 578b, PSC: Financial Concepts for Environmental Managers** 1 credit. This course exposes students to the financial concepts used by companies to make and evaluate business decisions. Meeting dates to be determined. Enrollment limited to fifty. Maureen Burke

### *Integrative Frameworks*

**[F&ES 600b, Linkages of Sustainability** 4 credits. The Earth system is made up of interdependent components – land, water, energy, biota, and nonrenewable resources, all of which have physical limits. Societies transform these resources into useable goods, and production and consumption cycles connect people and places across space and time. This team-taught course provides an overview of these linkages and explores their implications for applying and measuring the concept of sustainability. It examines the

constraints to sustainability imposed by those linkages (e.g., the energy required to supply water), opportunities for their transformation, and challenges of implementing sustainability across complex social and cultural systems. Lecture and discussion. Thomas E. Graedel]

**F&ES 610a, Science to Solutions** 3 credits. While there are many different approaches to understanding and managing complex environmental problems, most involve several major steps: (1) describing/understanding the nature of the problem and its causes (both biophysical and human); (2) using technical, policy, social, and other management tools/processes to help address it; while (3) recognizing/making the value judgments embedded in each (what problems/data are “important”? what solutions are “best”?). The purpose of this introductory course is to illustrate how an M.E.M. student might integrate scientific understanding with management choices as part of an effort to manage any particular resource system over time. Ideally, it should help students choose areas of specialization, as well as improve their ability to engage in integrative problem solving—both in their final term and after they graduate. The class uses examples from the water sector, but the integrative structure of the course is designed to be applicable to other resource systems as well. The management choices facing New York City’s water system are used as the case study around which the students apply the systems tools and approaches covered. Preference given to first-year M.E.M. students. Bradford S. Gentry, Peter A. Raymond, Julie B. Zimmerman

**F&ES 620a, Integrative Assessment** 3 credits. This course illustrates how to integrate the insights and models of different disciplines to address key environmental management questions facing society. Examples are drawn from across pollution and natural resource issues so that students can become familiar with a diverse set of issues. The course illustrates the merits of learning about the natural sciences, engineering, and economics in order to practice environmental management. Robert O. Mendelsohn

### *Capstone*

**F&ES 950a, Life Cycle Assessment Practicum** 3 credits. Life Cycle Assessment (LCA) is an environmental modeling method that has become increasingly popular within business and academia for evaluating the environmental impacts of products or systems. LCA considers impacts along the entire life cycle, from production to consumption to disposal, and generally provides quantitative information for a range of different environmental issues. In this practicum course, students work on real projects with industry partners in order to achieve skills and training as analysts in this field. The course begins with a review of the intellectual foundation of LCA, the computational structure of the method, and the international standards that govern its use. Students then receive several hands-on training modules for commercial LCA software packages, and work examples for model products and systems. This initial training prepares students to carry out their independent group projects over the remainder of the course. Special topics in LCA research and implementation are also covered later in the course, including, e.g., carbon and water footprinting, environmentally extended input-output analysis, and buildings. Regular project updates occur in class and individually with the instructor, and results are presented to industry partners at the end of the course in a professional consulting context. Enrollment limited to twenty-four. Philip Nuss, Thomas Swarr

**F&ES 953a, Business and the Environment Consulting Clinic** 3 credits. In this class, students work as a team on a specific project for an external organization. It provides students with an opportunity to apply their knowledge of business and environmental issues to real-life situations. It also provides a unique opportunity for students to manage a real-life consulting client engagement. Examples of projects include (1) developing a corporate sustainability scorecard for an organization's suppliers; (2) researching the market opportunity for a new environmentally friendly product or service; and (3) recommending operational improvements around energy usage, waste disposal, etc. The intent is to provide a "capstone" experience, calling for the application of skills and tools learned from previous classes. There are weekly in-class lectures and team meetings with the instructor. Lectures address topics such as project management, business evaluation, and competitive analysis. Guest speakers discuss various environmental and sustainability topics such as sustainability reporting, developing a corporate environmental strategy, and environmental certifications and labeling. Prerequisites for F&ES students applying to the clinic are at least one of the following courses (or equivalent experience): F&ES 578b, 680a, 807a, 821b, or 832a,b. SOM students need to have completed their first term at the School. Enrollment limited to twenty. Maureen Burke

**F&ES 954a, Management Plans for Protected Areas** 6 credits. A seminar that comprises the documentation of land use history and zoning, mapping and interpretation, and the collection and analysis of socioeconomic, biological, and physical information for the construction of management plans. Plans are constructed for private smallholders within the Quiet Corner Initiative partnership managed by the Yale School Forests. In the past, plans have been completed for the Nature Conservancy; Massachusetts Trustees of Reservations; town land trusts; city parks and woodlands of New Haven, New York, and Boston; and the Appalachian Mountain Club. Prerequisite: F&ES 659b or 660a, or permission of the instructor. Ten days fieldwork. Enrollment limited to twenty. Mark S. Ashton

**F&ES 955a, Seminar in Research Analysis and Communication in Forest Ecology** 3 credits. Students work through the peer-review publication process on data sets and projects in applied forest ecology. Discussions involve rationale and hypothesis testing for a project, data analysis techniques, reporting and interpretation of results. It is expected that manuscripts developed in the course are worthy of publication and that oral presentations are of a caliber for subject area conferences and meetings. Prerequisite: F&ES 659b or permission of the instructor. Three hours lecture. Enrollment limited to twelve. Mark S. Ashton

**[F&ES 963b, Payments for Ecosystem Services** 4 credits. The modern economy consumes many ecosystem services without paying for their production: forested areas protect water resources; plants sequester carbon; intact ecosystems protect biodiversity and its associated services (potential pharmaceuticals, existence value, etc.). In response, a growing number of experiments are under way to have consumers of ecosystem services pay the producers of the services, thus creating market incentives to sustain intact, biologically diverse areas. However, these experiments are in their infancy and raise a host of ethical, scientific, commercial, and policy questions. The purposes of this seminar are (1) to understand these opportunities and their limits by examining current scientific,

commercial, and policy knowledge relevant to capturing payments for ecosystem services; and (2) to apply the lessons learned to actual properties or questions by analyzing the scientific, business, and policy aspects of these issues. Prerequisite: course work or experience in at least one of the following: silviculture, business analysis/planning, or policy/law. Limited enrollment. Next offered spring 2017. Bradford S. Gentry, Mark S. Ashton]

**F&ES 964b, Large-Scale Conservation: Integrating Science, Management, and Policy** 3 or 6 credits. Environmental sustainability and human dignity are important societal goals, but figuring out how to achieve them on large scales – geographic, temporal, and in terms of complexity – has proven to be extremely challenging. Abundant trend data show that many species, ecosystems, and other environmental and human systems are being overused, stressed, or degraded, thus undercutting the likelihood that we can reach sustainability and human rights for all. In addition, our institutions for science, management, and policy are not designed to address sustainability challenges on these scales. Over the last few decades numerous management and policy initiatives have been put forward to address large-scale resource use, including single and multiple use, parks and protected areas, ecosystem management, bioregional planning, integrated conservation and development, transboundary approaches, and adaptive governance. This course (a mixed seminar and practicum) explicitly uses an integrative (i.e., via interdisciplinary) framework to examine the conceptual and contextual basis for these efforts; compares and contrasts their scientific, management, and policy components; explores themes of leadership, problem solving, decision making, governance, change, and learning; and surveys cases from three arenas (terrestrial, aquatic, and marine). The course takes a problem-oriented, contextual, and multi-method approach that offers students conceptual, practical, and professional benefits. It includes readings, lectures, discussions, workshops, exercises, oral presentations, guest speakers, individual and small-group assignments, and possibly a field trip and group project. In past years the course took a field trip to the Connecticut River system to evaluate region-wide conservation efforts, the Greater Yellowstone Ecosystem, the Grand Canyon Ecosystem. It also organized an international workshop focused on the Yellowstone to Yukon initiative, and assisted a major U.S. NGO plan for transboundary projects along the U.S.-Canadian border. Extensive student participation is required throughout. Enrollment limited to eighteen. Susan G. Clark

**F&ES 965b/ANTH 598b, Advanced Readings: Social Science of Development and Conservation** 3 credits. An advanced seminar on the social science theory of sustainable development and conservation, designed as an M.E.M. capstone course and to give M.E.Sc. and doctoral students a wider theoretical context for analyzing and writing up their research. The course traces the conceptual history of the social science theory of sustainable development and conservation, focusing on theories of power, governmentality, and capitalism. It examines relations between these theories, alternative theories, and how this history influences the field. The course covers the works of Michel Foucault most relevant to development and conservation, important social scientists who have used Foucault's ideas (e.g., James Ferguson, Timothy Mitchell, Tania Li, Donald Moore, David Mosse), alternative theories of power (e.g., James Scott, Bruno Latour), applications of

Foucault's ideas to development (selections change every year), applications of Foucault's ideas to the environment (especially Arun Agrawal, Timothy Luke, Bruce Braun), theories of resistance (Michel Foucault, James Scott), and Foucault-influenced views of the economy and capitalism (Timothy Mitchell, James Ferguson, Aiwa Ong, Tania Li, Anna Tsing, among others). Students are expected to use the course to develop, and present in class, their own research and writing. Prerequisite: F&ES 839a, 877a, or 882a. Three hours lecture/seminar. Enrollment limited to twelve. Carol Carpenter

**[F&ES 966a, The Entrepreneurial Approach to Environmental Problem Solving** 3 credits. This course provides a format for students ready to develop entrepreneurial plans for specific environmental businesses. There are two aspects to any business: knowing the technical subject, and understanding the business environment. It is assumed that students have a background in both aspects, and this course is to enable the students to work in groups to "flesh out" a business. The course has regular meetings, but much of the work—and reporting—is done by the students, with advice and input from the faculty and others at Yale and in the business world. The course (and its prerequisite) may be used in conjunction with competing for the Sabin Prize. Prerequisite: F&ES 657b. Chadwick D. Oliver]

**[F&ES 969b, Rapid Assessments in Forest Conservation** 3 credits. An advanced interdisciplinary course concerned with assessing the protection and management of biologically diverse, complex forested ecosystems that produce various goods and services. Examples of independent case analyses concern landscape management of biogeographic regions in the Pacific Northwest, Ecuador, Costa Rica, Venezuela, Belize, central and southern Mexico, and the Panama Canal Watersheds. Students are encouraged to travel on extended class field trips to these regions. Prerequisite: F&ES 659b or 660a, or permission of the instructor. Three hours lecture. Eight days fieldwork. Limited enrollment. Next offered spring 2017. Mark S. Ashton, Amity Doolittle]

**F&ES 970a,b/LAW 30164, Environmental Protection Clinic** 3 credits. A clinical seminar in which students are engaged with actual environmental law or policy problems on behalf of client organizations (environmental groups, government agencies, international bodies, etc.). The class meets weekly, and students work ten to twelve hours per week in interdisciplinary groups (with students from the Law School and other departments or schools at Yale) on projects with a specific legal or policy product (e.g., draft legislation or regulations, hearing testimony, analytic studies, policy proposals) to be produced by the end of the term. Students may propose projects and client organizations, subject to approval by the instructor. Brief statement of interest required; please e-mail [joshua.galperin@yale.edu](mailto:joshua.galperin@yale.edu) for information. Enrollment limited to thirty. This course follows the Yale Law School academic calendar. Joshua Galperin, David Hawkins, Lisa Suatoni

**F&ES 971b, Land Use Clinic** 3 credits. This clinic explores a variety of specific community land use topics of current concern and relevance to the field, to the curriculum, and to society. Potential project topics include renewable energy, natural resources, rural-based land uses, agriculture, and sustainable urban planning. Students work with the instructor to develop papers, research memorandums, and publications on a selected topic. The instructor or guest speakers lecture on specific topics related to student projects.

Additionally, students attend field trips relevant to the curriculum and may participate in project meetings with clients. Students select from a project list or meet with the instructor to design a relevant project. Jessica Bacher

**F&ES 972a,b/LAW 30165, Advanced Environmental Protection Clinic** 1–6 credits. Open only to students who have successfully completed the Environmental Protection Clinic (F&ES 970a,b). Permission of the instructor required. Enrollment limited to twenty. This course follows the Yale Law School academic calendar. Joshua Galperin, David Hawkins, Lisa Suatoni

**F&ES 976b, Cities in Hot Water: Urban Climate Mitigation and Adaptation** 3 credits. This capstone class works in partnership with the City of New Haven to analyze and make recommendations for how city planners and engineers should cope with heat stress and extreme rainfalls in current and future climate conditions. Higher temperatures and larger rainfall variability are the two most severe climate stresses predicted to impact the Northeastern part of the United States. The situation is worsened in urban centers owing to the urban heat island effect and concentrated stormwater runoff. Students are divided into teams, with each team consisting of members with complementary skills. Each team works closely with city partners, as well as staff in the Yale Office of Sustainability, the Community Alliance for Research and Engagement in the School of Public Health, and the Urban Resources Initiative in F&ES. Specific tasks include inventorying the efforts already under way in New Haven to prepare for changes in climate; reviewing existing urban climate strategies in major cities around the world; quantifying the likely range of severity of future climate stresses in the New Haven region; and identifying the impacts of these stressors on the lives of local residents. The final deliverable of the class is a detailed urban climate mitigation and adaptation plan for the City of New Haven, with a special emphasis on addressing the health impacts of heat stress and increased flooding. Students may also have the opportunity to participate in field implementation of one or more mitigation actions. Assessment of student performance is based on class participation, class presentations, writing assignments, client feedback, and peer evaluations. Enrollment limited to twenty. Xuhui Lee, Bradford S. Gentry

## *Ecology*

### COMMUNITY AND ECOSYSTEM ECOLOGY

**F&ES 681a, Ethnobotany** 3 credits. Ethnobotany is the scientific study of mutual relationships among peoples, plants, and the environment. This course presents ethnobotany as a broad interdisciplinary field at the interface of anthropology and botany and discusses its methodology, ranging from plant inventories to multivariate analysis of plant knowledge. The course focuses on classic themes of interest to ethnobotany, such as the importance of plants for local livelihoods (including nutrition and medicine) and the ethnobotanical importance of selected plant families, but it also explores topics of current ethnobotanical investigation, such as urban ethnobotany, intellectual property rights, development cooperation, biocultural diversity, and conservation. The course topics have been selected to provide an all-round overview of how ethnobotany research has evolved over the past decades and to represent a well-rounded mix of theory and practice, with the aim to prepare an aspiring junior ethnobotanist for field research. Ina Vandebroek

**F&ES 717b, Tropical Field Ecology** 3 credits. This course is designed to give students firsthand knowledge of tropical biology and the issues surrounding conservation of biodiversity in a developing nation through a combination of in-class discussions and a mandatory field trip over spring break. The emphasis is on active learning and developing independent research projects carried out during the field trip. Using a case-study approach, topics covered include patterns of biodiversity, tropical forest dynamics, reforestation, species interactions and coevolution, climate change impacts, ecosystem services, and human land use. Students also gain experience with study design, data collection methods, and statistical analysis. This year's field trip is to Panama, a country famous for its high biological, cultural, and economic diversity. We visit a variety of forest ecosystems and hear firsthand from scientists about current research in the field. Students undertake two short-term research projects and also learn basic identification and natural history of tropical plant, bird, and insect species. As this is a course in field ecology, students should expect to spend a major part of each day outside in the natural tropical environment under adverse conditions. Enrollment limited to fifteen; priority given to students who have taken F&ES 752a. Liza S. Comita, Simon A. Queenborough

[**F&ES 731b, Tropical Field Botany** 3 credits. This course teaches students how to identify the most important tropical plant families, with an emphasis on woody taxa. Students learn key characteristics for identification. We concentrate on families that have high economic, ecological, or ethnobotanical importance. We also discuss distribution, habitat, and ecology. The course has a strong practical component, and instructors emphasize vegetative characters to identify families and higher-level taxa. The course includes a two-week field trip to Costa Rica over spring break. Enrollment limited to twelve. NYBG Faculty: Lawrence Kelly, Fabian Michelangeli]

[**F&ES 733b, Synthesizing Environmental Science for Policy** 3 credits. A seminar exploring science-based environmental policy in order to direct scientific synthesis as well as new research that meets the criteria for policy relevance. The seminar involves two discussions each week and relies on concepts and data from ecological and biogeochemical disciplines to predict and manage the impacts of environmental changes, such as invasive species and changing climate, on supporting ecosystem services that underlie the provisioning of resources such as food and clean water. Prerequisites: F&ES 500a and 515a, or permission of the instructor. Mark A. Bradford]

**F&ES 734b, Biological Oceanography** 3 credits. This natural science course provides a foundation for those interested in the ecology and management of marine systems. It includes an exploration of a range of coastal and pelagic ecosystems as well as relationships between biological systems and the physical processes that control the movements of water and productivity of marine systems. The course also covers anthropogenic impacts on oceans, such as the effects of fishing and climate change. Includes up to three Friday field trips. Recommended prerequisite: college-level biology or ecology course. Three hours lecture. Enrollment limited to fifteen. Mary Beth Decker

**F&ES 741b, Introduction to Indigenous Silviculture** 3 credits. The course examines small-holder management systems in the tropics from several different perspectives. A brief overview of tropical forest ecology is provided first, with an emphasis on the factors

that limit the nature and intensity of resource use. An analysis of silviculture as applied forest ecology follows, together with a description of the major silvicultural systems employed commercially throughout the world. The distinct operational and contextual differences between conventional and indigenous forms of forest management are presented, and the three main types of indigenous silvicultural practice are defined and described in detail. Examples from Asia, Central America, South America, and Africa are provided to illustrate each system. The relative economic, social, and ecological benefits of community forest management are discussed in detail, and the major constraints to a greater acceptance and application of the “conservation through sustainable use” paradigm are highlighted. A selection of case studies is used to examine existing policies that regulate the use, management, and trade of forest resources by local communities. A final lecture and discussion weave together these themes to assess the overall potential of managed landscapes as a viable conservation strategy. Charles M. Peters

**F&ES 752a, Ecology and Conservation of Tropical Forests** 3 credits. Tropical forests contain extraordinarily high biological diversity and provide critical ecosystem services, yet are being rapidly destroyed and degraded by human activities. This course focuses on the structure, function, and diversity of intact and degraded tropical forests, with an emphasis on the ecological processes that shape these unique and diverse ecosystems. We also discuss the major threats to tropical forests, as well as examples of tropical forest recovery following disturbance. The course involves a mix of lectures and student-led discussions. Students who successfully complete this course are given priority for the Tropical Field Ecology (F&ES 717b) field trip. Liza S. Comita

**F&ES 768a, Pests, Pathogens, and Parasites in Natural and Managed Systems** 2 credits. Insect and microbial natural enemies play an integral role in shaping ecological communities, but receive much less attention than more charismatic megafauna. In this seminar, we discuss the good, the bad, and the truly disgusting. Weekly meetings focus on student-led discussions of peer-reviewed scientific literature. Topics include parasites as indicators of ecosystem health; the role of natural enemies in maintaining tropical forest diversity; disease spillover between natural and managed systems; how escape from natural enemies contributes to the success of invasive species; the genetic basis of pathogen resistance in wild plants and crop species; emerging infectious diseases in wildlife; and parasitic mind control. Students gain a better understanding of species interactions in ecological communities and the importance of considering those interactions when making conservation and management decisions. Liza S. Comita

## WILDLIFE ECOLOGY AND CONSERVATION BIOLOGY

**[F&ES 736b, Ecology Seminar]** 1 credit. The ability to read and understand the literature is a critical skill. This seminar is structured to encourage participation in discussions of papers from the ecological literature. The specific papers to be read vary from year to year; however, each year we focus on papers that have made major contributions to the conceptual foundations of ecology. Many of the papers have direct or indirect relevance to applied issues such as the conservation of species and ecosystems. Seminar responsibilities include active participation in weekly meetings and the leadership of one discussion. David K. Skelly]

[**F&ES 738a, Aquatic Ecology** 4 credits. An intensive introduction to the ecology of populations and communities in freshwater systems. The aim of this class is to learn the concepts, patterns, and organisms important in lakes and streams along with the major techniques of information collection and analysis. Weekly field trips are used to gather data that form the basis of lab exercises and research projects. The course presumes familiarity with ecological concepts and terminology. Permission of the instructor required. David K. Skelly]

[**F&ES 739b, Species and Ecosystem Conservation: An Integrated, Interdisciplinary Approach** 3 credits. The loss of global biodiversity is a major problem with profound repercussions for present and future human generations. Professional conservationists now living are the last generation that can prevent the extinction of large numbers of species and the disruption of large-scale ecosystem processes. Professionals must not only apply relevant conservation sciences to these problems, but also bring to bear explicit knowledge about the real-world organizational and policy settings in which they will work and expert skills in influencing those systems. The course combines the problem-solving approaches of the conservation sciences with those of the policy sciences by surveying a range of policy and organizational contexts, theories, techniques, and professional settings using a variety of case studies. We typically have guests who focus on contemporary challenges and offer successful cases from their own experience. Students learn an interdisciplinary analytic framework and apply it to a case of their choice. The role and problem-solving styles of the individual professional in these complex contexts are emphasized. Students must keep a journal. Active student participation is required, as well as a presentation and a paper. The course helps students gain a very important skill set for problem solving and positions students to work for many nongovernmental, governmental, and business organizations, assuming leadership and problem-solving positions. Enrollment limited to sixteen; application required. Susan G. Clark]

[**F&ES 740b, Dynamics of Ecological Systems** 3 credits. The course provides students in-depth understanding of theory on multiple species interactions and dynamics including predation, competition, food chain, and food web interactions. Considerable emphasis is placed on mathematical modeling to formalize ideas about how species interactions structure ecological communities and to specify the appropriate focus of empirical research, study design, and data gathering. The course addresses contemporary issues in community and ecosystem ecology including scaling from individual behavior to community and ecosystem dynamics, the link between biodiversity and system stability, alternative dynamic regimes, spatially extended systems, and metacommunities. A course in calculus is recommended. Oswald J. Schmitz]

**F&ES 744b, Conservation Science** 3 credits. This advanced course applies ecological principles to understand and manage biodiversity and attendant ecosystem functioning and services in the anthropocene. The course addresses the ethical and functional basis for conservation and fosters thinking about why and how humans ought to share the planet with nonhuman life. It covers scientific principles such as evolution, life-history and the viability of species, species endangerment and extinction risk, the kinds of biodiversity, the spatial distribution of biodiversity, the functional roles of species in ecosystems, vulnerability and risk assessments, and valuing biodiversity and ecosystem

services. The course applies these principles to the exploration of such topics as biodiversity's role in the functioning and sustainability of ecological systems, restoration of environmental damages, conserving biodiversity in dynamic landscapes, adapting landscapes to climate change, balancing conservation with urban development and agriculture, and renewable energy siting. It provides students with the quantitative skills to conduct population viability analyses, geospatial analyses of the distribution of biodiversity across landscapes, vulnerability analyses, and decision-analysis to balance trade-offs among multiple objectives of human land development and biodiversity conservation. Prerequisites: F&ES 530a or equivalent course in population or community ecology, F&ES 755b or equivalent course in GIS, and F&ES 510a or equivalent course in statistical analysis of biological data. A course in economics or applied math for environmental studies is strongly encouraged. Oswald J. Schmitz

#### **ENVIRONMENTAL EDUCATION AND COMMUNICATION**

**F&ES 745a, Environmental Writing** 1 credit, half term, or 3 credits, full term. Students in this course should plan to produce one full-length article, 3,000 to 4,000 words, that could appear in a wide-circulation magazine such as *Audubon*, *Orion*, *Sierra*, or *The New Yorker*. One-credit students begin a potentially publishable article; three-credit students complete a publishable article. Admission is by application, which must include a proposed writing topic, at the beginning of the term. For information on applying, please see the course information at <https://webspace.yale.edu/fes745a>. Three hours seminar and writing workshops. Enrollment limited to fifteen. Fred Strebeigh

**F&ES 746b, Archetypes and the Environment** 1 or 3 credits. This course explores the mythology, literatures, arts, and folklore of a variety of cultures in search of archetypal characters whose role is to mediate between nature and society. Beginning with sources as early as *The Epic of Gilgamesh* and ending with contemporary film and media, the course seeks to examine and understand the ways in which diverse peoples integrate an awareness of their nature in their beliefs, values, and arts. The course examines texts from a variety of languages, including Akkadian, Latin, Tibetan, Sanskrit, Mongolian, German, French, and Italian, but all student readings are available in English; students with reading abilities in foreign languages will be encouraged to examine primary sources wherever possible. The course includes visits to the Beinecke Rare Book and Manuscript Library, the Yale Center for British Art, the Yale Art Gallery, the Sterling Library Babylonian Collection, and the Yale Peabody Museum. The 1-credit option is available for students who do not choose to complete a final project, but wish to participate in all classes and museum/library visits. Three hours lecture/discussion. Paul A. Draghi

**F&ES 747a, Global Communication Skills** 3 credits. This course helps students to sharpen their language and strategy in professional communication. Course topics include accent reduction, language accuracy, writing styles, presentation skills, meeting leadership, barriers to communication, and types of persuasion in multicultural contexts. We first address aspects of intelligibility, exploring how improved word choices and speech clarity affect audience understanding. We then look at the problem of comprehension and discuss strategies for increasing the student's ability to listen accurately and read efficiently. We also examine common difficulties and cultural differences in the

arrangement of information, use of evidence, and academic argumentation. Several sessions are devoted to specific skills, such as negotiating agreements and writing research reports. The course meets for lecture (two hours), and students attend a weekly small group practicum (one hour). The practicum allows students to reinforce new communicative behaviors in oral and written assignments, while receiving feedback from peers and the instructor. As students polish their skills, they improve their ability to express ideas and to interact in both academic and professional contexts. Enrollment limited to fifteen. William A. Vance

**F&ES 750a, Writing the World** 3 credits. This is a practical writing course meant to develop your skills as a writer. But its real subject is perception and the writer's authority—the relationship between what you notice in the world around you and what, culturally speaking, you are allowed to notice. What you write during the term is driven entirely by your own interest and attention. How you write is the question at hand. We explore the overlapping habitats of language—present and past—and the natural environment. And, to a lesser extent, we explore the character of persuasion in environmental themes. Every member of the class writes every week, and we all read what everyone writes every week. It makes no difference whether you are a would-be journalist, scientist, environmental advocate, or policy maker. The goal is to rework your writing and sharpen your perceptions, both sensory and intellectual. Enrollment limited to fifteen. Verlyn Klinkenborg

**F&ES 796a, Toward Science Communications with Impact** 3 credits. This course surveys, studies, and practices strategies toward effective climate and environmental science-based messaging with an eye toward public policy engagement and public interest. Students learn of new and emerging interdisciplinary research and theory in narratology, psychology, education, and cultural, social, and media sciences to help build skills they then practice in partnership with professional stakeholders on projects related to climate and energy policy, goals, and planning across the public and private sectors. Paul Lussier

**F&ES 900a, Doctoral Student Seminar and Responsible Conduct of Research** 3 credits. This course provides an introduction to doctoral study at the School of Forestry & Environmental Studies. Students attend the F&ES Wednesday seminar each week and then meet with the seminar speakers after their presentations. Weekly assigned readings support these discussions, which are used as a foundation to explore diverse approaches to formulating and addressing research questions. Students also work with their advisers to design an assignment to be completed during the term. Students may choose to write and submit a fellowship application (e.g., to NSF, NASA, EPA), carry out a literature review, or develop a collaborative research project. Students present their embryonic research ideas in class and use feedback from the group to further develop their ideas. The course also introduces the topic of research misconduct with examples of specific cases. Concepts and resources for responsible conduct of research are discussed in the areas of data acquisition and management, authorship and publication, peer review, conflicts of interest, mentoring, collaborative research, and animal and human subjects research. Required of all doctoral students in their first term. Karen Seto

## *Forestry*

### **FOREST BIOLOGY**

**[F&ES 650b, Fire: Science and Policy** 3 credits. This course examines the ecological, social, and policy implications of forest and grassland fire. Topics include the historical and cultural role of fire, fire behavior, fire regimes, fire ecology, the use of fire in ecosystem restoration, historical and current fire policy in the United States and elsewhere, and controversies around suppressing fires and post-fire rehabilitation practices. Conditions permitting, the course also involves implementing a prescribed fire to achieve management goals in restoring meadow and oak savanna at Yale Myers Forest. Field trips to fire-regulated landscapes in the northeastern United States and meetings with state fire use and fire management personnel provide additional perspectives. Students are expected to participate in discussions and to present two or three case studies on various aspects of fire. Enrollment limited to fifteen. Ann E. Camp]

**[F&ES 651b, Forest Ecosystem Health** 3 credits. This course is an introduction to the biotic and abiotic agents affecting the health of forest ecosystems, including insects, pathogens, parasites, exotic invasive species, climate change, and acid deposition. Using a case study approach, different forest types and stressors are examined in detail, with students interacting with management professionals who visit the class in person or via remote conferencing. Students learn methods of assessing forest health and how the health of particular forests affects carbon sequestration and ecosystem services. The course emphasizes the ecological roles played by disturbance agents, discusses how they affect the sustainability of forest ecosystems, and identifies when and how management can be used to return forests to healthier conditions. Students are expected to participate in discussions and present two or three case studies. The course includes several local field trips. Ann E. Camp]

**F&ES 654a/MCDB 660a, Structure, Function, and Development of Trees and Other Vascular Plants** 3 credits. This course focuses on two aspects of plant life: (1) basic processes that drive plant systems, such as fertilization, embryogeny, seed development, germination, seedling establishment, maturation, and senescence; and (2) basic structure and function of plants (such as root systems, leaf formation and development, height, and diameter growth). Differences between different groups of seed plants are analyzed from structural, functional, ecological, and evolutionary standpoints. Special attention is given to woody plants and their importance in the biosphere and human life. Coverage includes tropical, temperate, and boreal trees. Plant biology is discussed in the context of physiological and structural adaptations in terms of strength, storage, and water and solute transport. Prerequisite: general biology or botany or the equivalent, or permission of the instructor. Graeme P. Berlyn

**[F&ES 655b, Research Methods of the Anatomy and Physiology of Trees** 4 credits. Advanced investigative techniques with emphasis on instrumentation, experimental design, execution, and analyses. After a series of class experiments and demonstrations are completed, each student selects a personal project under the direction of the instructor and prepares a minidissertation complete with literature review, materials and methods, results, and discussion. Weekly seminars and progress reports on the projects are

required. Prerequisites: F&ES 654a and 656b and permission of the instructor. Four hours lecture/laboratory. Limited enrollment. Graeme P. Berlyn]

**F&ES 656b, Physiology of Trees and Forests** 3 credits. Mineral nutrition and cycling; mycorrhizas; symbiosis; nitrogen fixation; light processing, photosynthesis, respiration; water relations including transpiration; ecophysiology. Effects of climate changes, past and present, on forests and other current topics are also considered. Term paper required. Prerequisite: F&ES 654a or permission of the instructor. Graeme P. Berlyn

**F&ES 671a, Natural History and Taxonomy of Trees** 3 credits. Knowledge of tree species and the evolutionary and ecological relationships among them is essential to the study and management of forest ecosystems. This course provides an introduction to the systematics, evolution, biogeography, and autecology of woody plants, as well as patterns of human utilization (both modern and historical), with an emphasis on taxa of temperate North America. Regular field trips in the New Haven area as well as to the Yale Myers Forest acquaint students with the major species and habitats of southern New England forests. Enrollment limited to fifteen. Ann E. Camp

**F&ES 682a, Multifunctional Carbon-Sequestering Agroforestry** 3 credits. This course examines carbon-sequestering agriculture practices and their potential to provide solutions to a range of social and environmental problems from climate justice to land degradation. It introduces a global toolkit of practices old and new, and profile-promising plant species. A key group of species explored is perennial staple crops, a group of trees and other long-lived plants providing protein, carbohydrates, and fats for human consumption. We explore industrial ecological applications of perennial crops for materials, chemicals, and energy. While many tropical species and systems are already implemented on a large scale, the course also closely views cold-climate developments. Participants are introduced to the farm business planning challenges of production in regenerative integrated systems. Diverse strategies for implementation are presented, including policy, grassroots, and consumer-driven options. Field trips explore temperate and tropical agroforestry systems. Eric Toensmeier

## FOREST MANAGEMENT

**F&ES 657b, Managing Resources** 3 credits. Resource sustainability requires knowing how to “get things done” with resources, whether one’s goal is policy, investment, or on-the-ground management. The challenge of resource management is knowing how to provide the many commodity and noncommodity objectives people demand from the terrestrial ecosystems across time and space. This management can be cost-effective and applicable to many places with the proper integration of management and social scientific knowledge. Students master the scientific basis, methods (and reasons for the methods), and techniques for management of various resources. The course covers managing an ecosystem with concerns about water, agriculture, grazing, wildlife, timber, recreation, people, and hazards of wind, fire, avalanche, and flood. The class examines the basic issues and describes tools and techniques for analyzing and managing. Case studies of specific areas are used for many of the analyses. The course covers systems concepts; decision analysis; area, volume, and other regulatory systems; silvicultural pathways; growth models; wind and fire hazard analyses; habitat and biodiversity analyses; carbon

sequestration; payment for ecosystem services; cash flow; operations scheduling; portfolio management; monitoring; and continuous quality improvement and adaptive management. Class includes lectures and exercises in which students integrate these subjects. Chadwick D. Oliver

**[F&ES 658a, Global Resources, International Resource Exchanges, and the Environment** 3 credits. Students first learn the global distribution of resources – the amounts, importance, and causes of distribution, and potential changes of soils, water, biodiversity, human societies, energy sources, climates, agriculture, forests and forest products, minerals, and disturbances. They also learn how to analyze and interpret data on global resource distributions. Secondly, they gain an understanding of the value of multiple-country trading of resources. Thirdly, they gain an understanding of the many mechanisms that facilitate such exchanges, including policies and treaties; business, markets, trading partners, and economics; “good will”; social “taboos”; force; news media; philanthropy; skillful negotiations; cultural/social affiliation; technologies; shared infrastructures; and others. Four teaching methods are used: lectures on the different resources and policy mechanisms; analytical exercises for understanding how to use and interpret international data – and its limitations; a class negotiation exercise for learning the uses of international trade; and guest lectures by faculty and meetings with practitioners for learning the facilitation mechanisms. Three hours lecture; possible field trips. Chadwick D. Oliver, other faculty, and guest speakers]

**F&ES 659b, Principles in Applied Ecology: The Practice of Silviculture** 4 credits. The scientific principles and techniques of controlling, protecting, and restoring the regeneration, composition, and growth of natural forest vegetation and its plantation and agroforestry analogs worldwide. Analysis of biological and socioeconomic problems affecting specific forest stands and design of silvicultural systems to solve these problems. Applications are discussed for management of wildlife habitat, bioenergy and carbon sequestration, water resources, urban environments, timber and nontimber products, and landscape design. Recommended: some knowledge of soils, ecology, plant physiology, human behavior, and resource economics. Four to six hours lecture. One hour tutorial. Seven days fieldwork. Mark S. Ashton

**F&ES 660a, Forest Dynamics: Growth and Development of Forest Stands** 3 credits. This course introduces the study of forest stand dynamics – how the structure and composition of different forest types change over time (from regeneration to old growth). Understanding the dynamic nature of forest stands is important for creating and maintaining a variety of critical wildlife habitats on the landscape, managing for sustainable supplies of wood products and other forest values, or predicting the risks and managing the effects of natural and anthropogenic disturbances. Through lectures, discussions, and field trips we explore forest development processes and pathways, concentrating on the biological mechanisms driving forest structural change and the roles of natural and human disturbances in initiating and altering stand development trajectories. We make use of New England forests as living laboratories, while discussing how similar patterns and processes of forest development are played out in forests around the globe. Ann E. Camp

**[F&ES 661b, Analysis and Development of Silvicultural Prescriptions** 3 credits. This course considers selected topics in silviculture or silviculture-related issues for clients within the Quiet Corner Initiative. It explores the silvicultural options and the development of prescriptions for wildlife habitat, trail design, aesthetics, and wood and nonwood products for private landowners. Students complete prescriptions for landowners and administer their implementation based on management plans developed in F&ES 954a. Prerequisite: F&ES 659b or 660a, or permission of the instructor. Mark S. Ashton]

**[F&ES 663b, Invasive Species: Ecology, Policy, and Management** 3 credits. Invasive species are disrupting both ecosystems and economies at all scales from local to global. A clear understanding of the nature of the problem, the ecology and biology of the invasive species, the influence of globalization of trade, and advances in management strategies is critical for land managers, scientists, and policy makers. In this lecture/discussion/seminar we focus on current issues surrounding invasive species (both plants and animals) at various spatial and temporal scales in terrestrial, aquatic, and marine ecosystems. Emphasis is on the biology and ecology of invasive species along with a basic understanding of their economic impacts and public policy options to address prevention and management of invasive species. The course includes several local field trips with scientists and land managers. Enrollment limited to fifteen. Ann E. Camp, Mary Tyrrell]

**F&ES 668b, Field Trips in Forest Resource Management and Silviculture** 1 credit. Seven- to twelve-day field trips to study the silviculture and forest management of particular forest regions. In previous years, classes have visited Slovenia, Germany, Austria, the United Kingdom, British Columbia, and, in the United States, the southern Coastal Plain and Piedmont, and the Allegheny, Appalachian, Adirondack, and Green mountains. Enrollment limited to sixteen. Mark S. Ashton

**F&ES 669b, Forest Management Operations** 2 credits. The operational aspects of managing forestland are taught, including topics essential to the professional practice of forest management. Operational aspects of regeneration, intermediate tending, and harvesting (planning, layout, implementation, and postoperation evaluation), best management practices, regulatory and wetlands considerations, and socioeconomic dimensions of field operations are the focus. The ethical and professional responsibilities of forest managers who are responsible for land-altering activities are also considered. The course includes considerable field time to help students utilize their existing knowledge about forests to rapidly assess stands and land parcels with respect to the planning and implementation of on-the-ground treatments. Classes feature local field trips to view forestry operations and to develop and refine field skills. The course can be taken for 2 credits by any student at F&ES or combined with the 1-credit Southern Forest and Forestry Field Trip (F&ES 670b) for 3 credits. Michael Ferrucci

**F&ES 670b, Southern Forest and Forestry Field Trip** 1 credit. This course augments our forestry curriculum by providing a forum for viewing and discussing forestry and forest management with practitioners. The trip provides M.F. candidates and other interested students with an opportunity to experience the diversity of southeastern forested ecosystems and ownership objectives ranging from intensively managed pine plantations to restoration and protection of endangered habitats. Students discuss forest management

issues—including forest health, fragmentation, policy, law, and business perspectives—with landowners and managers from large industries, nonindustrial private landowners, TIMOs, federal and state land managers, NGOs, and forestry consultants. We also tour sawmills, paper mills, and other kinds of forest products processing facilities, active logging operations, and, weather permitting, participate on prescribed fires. Not least, we experience the unique cultures, food, and hospitality of the southeastern United States. The course can be taken for 1 credit by any student at F&ES or combined with the 2-credit Forest Management Operations (F&ES 669b) for 3 credits. Ann E. Camp

**F&ES 680a, Forest and Ecosystem Finance** 3 credits. Understanding the tools used in financial analysis is an important component of successful forestland investment and forest management decision making. In addition, as new ecosystem services markets develop, these skills become even more critical in determining those management strategies that are both ecologically sound *and* financially viable. This course provides students with a basic suite of financial tools used in the acquisition and management of forestland/timber as well as in the management of ecosystem services. It includes an overview of traditional financial analysis metrics used in land acquisition, timber management, and risk management. It also applies these metrics in ecosystem services markets, which allows students to assess the financial impacts of various management choices. Concepts are reinforced through spreadsheet-based exercises and case studies. Prerequisite: F&ES 578b or permission of the instructor. Deborah Spalding

**F&ES 683b, Seminar in Tropical Forest Restoration in Human-Dominated Landscapes** 3 credits. This seminar is focused on the biological and social science, management, and policy governing reforestation in tropical regions. Topics covered include the ecology and management of native species plantations and second-growth forests; understanding the social drivers and barriers of restoration; and becoming familiar with the methodological protocols of gathering and assessing social, economic, and cultural values. A particular emphasis is placed on tropical Asia and Latin America. Part of this course is taught online, part in a series of weekly discussions. Prerequisite: F&ES 659b. Enrollment limited to sixteen. Mark S. Ashton, Eva Garen

## *Physical Sciences*

### ATMOSPHERIC SCIENCES

**F&ES 700b, Alpine, Arctic, and Boreal Ecosystems Seminar** 3 credits. Biogeoclimatic analysis of these systems worldwide with special attention to biogeography, biometeorology, physiology, histology, morphology, autecology, and silviculture of high-elevation and high-latitude forests through lectures, guest lectures and discussions, student seminars, and field experience. One and one-half hours lecture weekly. Student contributions are one or more seminars and a term paper. Prerequisite: F&ES 656b or permission of the instructors. Graeme P. Berlyn, Ann E. Camp, Xuhui Lee, Mark S. Ashton

**F&ES 701b, Climate Change Policy and Science Seminar** 3 credits. The course first reviews the science and policy in the 2007 IPCC 4th Assessment Report. The course then discusses a number of controversial topics including credibility and uncertainty, BAU emission pathways, multiple greenhouse gases, climate sensitivity, ecosystem response,

geoengineering, contribution of land use to emissions, regulations versus cap and trade, universal participation, concentration targets, carbon-price paths, measuring impacts, catastrophic damages, cross-generation distributional issues, cross-income distributional issues, autonomous adaptation, role of government in adaptation, and R&D. Robert O. Mendelsohn

[**F&ES 702b, Climate Change Seminar** 2–3 credits. An advanced seminar that explores current topics in global climate change, including scientific evidence for global warming, climate change impacts on natural ecosystems and the human society, and policy and management options for mitigating climate change. Meetings are divided between student presentation, invited lecture, and panel debate on selected hot issues. Preference is given to second-year students, but first-year students with background and interest in the subject area are also encouraged to participate. Presentation/literature critique/term paper. Prerequisite: F&ES 703b or 704a. Xuhui Lee]

**F&ES 703b, Climate and Society** 3 credits. This is an applied climate science course with the aim to provide a broad working knowledge of the Earth's atmospheric environment. The course deals with pollution and resource issues pertinent to a career in environmental management. Topics include climate system components; climate resources for agriculture; forestry and renewable energy; air pollution and meteorology; anthropogenic drivers of atmospheric and climate changes; climate data resources; the scientific basis of greenhouse gas inventories; and atmospheric models to aid decision making. Biweekly assignments consist of problem sets, data manipulation, inventory scenarios, and model simulations. Students develop skill sets for handling atmospheric data and interpreting atmospheric models. Students also gain experience with state-of-the-art greenhouse gas inventory systems and the latest IPCC climate model products. Three hours lecture. Midterm exam/term paper. Group project. Nadine Unger, Xuhui Lee

**F&ES 704a, Workshop on Remote Sensing with Drones** 1–3 credits. A workshop that explores the current state and future outlook of remote sensing with unmanned aerial vehicles (UAVs or drones) for environmental monitoring. UAV-based remote sensing is a rapidly developing field in environmental science and technology. Versatile and inexpensive, it has the potential to offer solutions in a wide range of applications, such as forestry inventory, precision agriculture, flood hazard assessment, pollution monitoring, and land surveys. The class meets once a week for three hours. The workshop is divided into three parts: (1) reviewing the state of the technology on UAV types, sensor configurations, and data acquisition methods; (2) exploring GIS and remote-sensing software tools for analyzing super-high-resolution spectral data acquired by fixed-wing drones; (3) cross-validating drone products against Lidar data and satellite imagery. Students may also have the opportunity to participate in drone flight missions. Data analysis/presentation/literature critique/field trips. Prerequisite: F&ES 726b or equivalent experience. Xuhui Lee

[**F&ES 705b, Climate and Air Pollution** 3 credits. In this seminar, we review current scientific understanding of the linkages between climate change and air pollution. Topics include short-lived climate forcers, climate sensitivity, impact of air pollution control measures on climate, geo-engineering and solar radiation management, metrics used in

climate policy, and future climate change impacts on air quality in the United States and other regions. Active student participation is required. Meetings are divided between lecture, student presentation, structured discussion, and invited outside speakers. The course includes a group project to develop plausible multi-pollutant climate mitigation strategies that address key sectors in different world regions. Nadine Unger]

[**F&ES 722a, Boundary Layer Meteorology** 3 credits. This course examines the interactions between the atmosphere and the earth's surface. Students gain an understanding of the surface energy and radiation balance, air motion in the atmospheric boundary layer, impacts of land use on surface climate, land surface parameterization for climate models, and field research methods. Three hours lecture and discussion. Data analysis/term paper/presentation. Permission of the instructor required. Xuhui Lee]

[**F&ES 771a, Climate Modeling** 3 credits. This course teaches the fundamentals of climate modeling. Students learn how to run models and apply them to research problems. Class meetings are composed of lectures, discussions, and hands-on experience using EdGCM and a NASA climate model developed for the forthcoming Intergovernmental Panel on Climate Change Fifth Assessment Report. Nadine Unger]

#### ENVIRONMENTAL CHEMISTRY

[**F&ES 706a, Organic Pollutants in the Environment** 3 credits. An overview of the pollution problems posed by toxic organic chemicals, including petroleum, pesticides, PCBs, dioxins, chlorinated solvents, and emerging contaminants. Processes governing the environmental fate of organic pollutants, e.g., evaporation, bioconcentration, sorption, biodegradation. Technologies for prevention and remediation of organic pollution. Shimon C. Anisfeld]

**F&ES 707b/ENAS 640b, Aquatic Chemistry** 4 credits. A detailed examination of the principles governing chemical reactions in water. Emphasis on developing the ability to predict the aqueous chemistry of natural, engineered, and perturbed systems based on a knowledge of their biogeochemical setting. Calculation of quantitative solutions to chemical equilibria. Focus on inorganic chemistry. Topics include elementary thermodynamics, acid-base equilibria, alkalinity, speciation, solubility, mineral stability, redox chemistry, and surface complexation reactions. Prerequisites: general chemistry and a working knowledge of algebra; F&ES 708a or equivalent is desirable, but not required. Three hours lecture, weekly problem sets. Gaboury Benoit

**F&ES 708a, Biogeochemistry and Pollution** 3 credits. A descriptive overview of baseline biogeochemistry and the nature and behavior of pollutants in the environment. The course is designed to aid future environmental professionals who sometimes may find it necessary to make decisions based on chemical data. It is geared to the nonspecialist who needs to establish familiarity with various classes of pollutants and the chemical, biological, and physical processes that control their transport and fate. Topics include the fundamental classes of chemical reactions in the environment, critical analysis of chemical data, sampling techniques, analytical methods, natural biogeochemical controls on environmental chemistry, as well as detailed examination of contaminants of special interest like acid precipitation, nutrients, and sewage. Prerequisite: college-level general

chemistry. Three hours lecture. One class project, problem sets, midterm, final exam. A small number of field trips. Gaboury Benoit

**F&ES 711a, Atmospheric Chemistry** 3 credits. A science lecture course designed to explore the chemical and physical processes determining the composition of the atmosphere and its implications for climate, ecosystems, and human welfare. Topics covered include origin of the atmosphere; photolysis and reaction kinetics; atmospheric transport of trace species; stratospheric ozone chemistry; tropospheric hydrocarbon chemistry; oxidizing power and nitrogen, oxygen, sulfur, and carbon cycles; chemistry-climate-biosphere interactions; aerosols, smog, and acid rain. Course project, final presentation, and paper. Midterm and final exam. Nadine Unger

[**F&ES 715b, Advanced Reading in Biogeochemistry** 3 credits. This class reads biogeochemistry papers from the primary literature, focusing on new papers across a spectrum of topics and ecosystem types. Papers are chosen by the instructor with some input from students. Students read and critique each paper. The primary author of the paper is then interviewed via Skype by the entire class. The course meets once a week. Enrollment limited to twelve. Peter A. Raymond, Oswald J. Schmitz, Mark A. Bradford]

#### SOIL SCIENCE

**[F&ES 709a, Soil Science** 3 credits. Lectures and discussions of soil science, with emphasis on soil ecology. Topics cover the structure and functioning of soils, and how this relates to ecosystem responses and feedbacks to environmental changes. The class covers both natural and managed landscapes. Fieldwork and associated labs. Prerequisites: F&ES 500a and 515a, or permission of the instructor. Mark A. Bradford]

#### WATER RESOURCES

**F&ES 690a, Plant Hydraulics** 3 credits. This course explores the fundamental principles of plant water transport and utilization, scaling from the molecule to the forest canopy at each step along the soil-plant-air continuum. We specifically focus on the relationships between plant structure and function related to water transport, as well as the anatomical and physiological adaptations that have allowed plants to colonize nearly every ecosystem on the planet. Students gain a thorough understanding of the biophysical and anatomical principles of plant water use, exposure to field and laboratory techniques used to measure these processes, and a contextual perspective that highlights the ecological and evolutionary implications of past and future climate change. Enrollment limited to fifteen. Craig R. Brodersen

**F&ES 710b, Coastal Governance** 3 credits. Effective governance combines a basic understanding of natural systems with human values to create new coastal institutions. Single-use regulations of the past (energy, wastewater, ports, marsh conservation) are being replaced by more holistic thinking (spatial management and/or ecosystem-based management). To understand the state of this transition, policy analysis frameworks are applied to sector-based and ecosystem-based management initiatives. Term projects allow student teams to consider the merit of various alternatives that they create to address contemporary problems such as sea-level rise, hurricane damage, and fisheries. F&ES 515a and 525a or equivalent knowledge recommended. Three hours seminar; term project. Enrollment limited to eighteen. Richard Burroughs

**F&ES 712b, Water Resource Management** 4 credits. An intermediate-level exploration of water resource management at scales ranging from local to global. The course looks at multiple dimensions of the water crisis, including both human and ecosystem impacts, quantity and quality issues, and science and policy. Theory is illustrated through a variety of case studies. Topics covered include global water resources; flooding; water scarcity; residential, agricultural, and industrial water use; water and health; impacts of climate change and land use change; stormwater management; dams and other technologies for water management; human impacts on aquatic ecosystems; water and energy; water economics; water rights and water conflict and cooperation. Prerequisites: F&ES 515a and 610a. Enrollment limited to twenty. Shimon C. Anisfeld

**F&ES 713a, Coastal Ecosystems** 4 credits. An examination of the natural processes controlling coastal ecosystems, the anthropogenic threats to the health of these systems, and the potential for restoration. Coverage of estuaries, rocky shores, seagrass meadows, coral reefs, and mangrove swamps, with a special emphasis on tidal marshes. The course covers a wide range of physical, chemical, and ecological processes, with particular focus on nutrient cycling, primary production, detrital pathways, and marsh accretion. Anthropogenic impacts covered range from local to global and include nutrient enrichment, hypoxia, sea-level rise, invasive species, over-fishing, chemical pollution, marsh drowning, and wetland filling. Prerequisite: F&ES 530a. Shimon C. Anisfeld

[**F&ES 714b/ENAS 646b, Environmental Hydrology** 3 credits. Exploration of the roles of natural processes and anthropogenic activities in regulating the quantity, distribution, and chemical composition of the Earth's freshwater. Students gain exposure to theoretical and applied elements of surface and subsurface hydrology. The theory covered in the course focuses on hydrologic phenomena of societal and environmental importance, including stream-flow generation, wetland-water cycling, groundwater-flow dynamics, contaminant migration in surface and groundwater, and water use and redistribution by plants. Application of theory is accomplished through student use of hydrologic simulation models, which are expressions of theory and essential tools of water-resource management and assessment. Intended as a first course in scientific hydrology; appropriate for M.E.M., M.E.Sc., and Ph.D. students, as well as for advanced undergraduates. Because hydrology is a quantitative science, treatment of the course subject matter involves mathematics. F&ES 714b is designed for students who typically do not have previous course work in mathematics beyond one semester of college-level calculus. Students who have not completed a college-level calculus course can succeed in F&ES 714b provided that they are comfortable with arithmetic operations and algebra and are willing to learn a few, very basic principles of introductory calculus. Although students use hydrologic simulation models, the course does not involve any computer programming and requires no special computer skills. James E. Sayers]

**F&ES 719a, River Processes and Restoration** 3 credits. This course studies the geo-physical processes of natural rivers with emphasis on qualitative and quantitative aspects of fluvial morphology; the course addresses channel dynamics, urban rivers, human impacts on rivers, and climate change. It also addresses restoration of degraded rivers, including dechannelization, dam removal, sediment transport, aquatic habitat improvements, and naturalistic design. Students learn to inspect, classify, identify, and measure

river features. Quantitative analyses of river hydraulics and morphology are performed to predict river reactions to human activities and watershed change. The class includes class lectures, readings, problem sets, field labs, and a team project. A previous course in hydrology (F&ES 714b or equivalent) is recommended. Enrollment limited to twenty-four. James G. MacBroom

[**F&ES 724b, Watershed Cycles and Processes** 3 credits. This course explores abiotic and biotic controls on the cycling of water and chemicals within watershed systems. Students gain an understanding of the coupled roles of climate, hydrology, and biogeochemistry in regulating the fate of nutrients, carbon, and pollutants in watersheds. The class also features six guest lectures on issues at the forefront of watershed science. Upon successful completion of the course, students have acquired scientific knowledge that is relevant to interpreting watershed-based observations and to informing watershed-management decisions. Peter A. Raymond, James E. Sayers]

**F&ES 729b, Caribbean Coastal Development: Cesium and CZM** 3 credits. A field-intensive seminar exploring human-ecosystem interactions at the land-sea interface in the Caribbean, with St. Thomas, USVI, or other islands as the study site. Many tropical islands are undergoing rapid, uncontrolled development, placing severe local stress on several unique and vulnerable ecosystem types. In addition, human-induced environmental changes on scales up to global also impose stresses. This course examines the normal functioning of these ecosystems, scientific methods to evaluate and characterize ecosystem condition and processes, how human activities interfere with natural cycles in biophysical systems, and what management and policy tools can be applied to reduce impacts. An organizing framework for the course is the close coupling of coastal watersheds and adjacent marine ecosystems, especially coral reefs. A major part of the course is a one-week field trip to the Caribbean during spring break. We also meet twice each week before the break to discuss readings and arrange logistics. Student presentations and projects. Class enrollment is limited to eight, and priority is given to F&ES students, with others admitted as space permits. Students are selected in December of the fall term. Gaboury Benoit, Mary Beth Decker

### *Quantitative and Research Methods*

**F&ES 550a, Natural Science Research Methods** 3 credits. The course prepares students to design and execute an intensive research project. It covers elementary principles and philosophy of science; research planning, including preparation, criticism, and oral presentation of study plans; communicating research findings; limitations of research techniques; the structure of research organizations; and professional scientific ethics. Oswald J. Schmitz

**F&ES 551a, Mixed Methods for Social Science Research: Qualitative, Network Science, and Digital Text** 3 credits. This course provides an introduction to social scientific research. It equips researchers with the logical foundations and tangible tools with which to successfully design and carry out a fundable research project. In addition to qualitative approaches, the course includes an introduction to social network analysis and to more recent data and methods accompanying the rise of the Internet. Open to doctoral and M.E.Sc. students (others may petition). Amity Doolittle, Justin Farrell

**F&ES 552b, Master's Student Research Colloquium** 0 credits. One of the most important aspects of scientific research involves the communication of research findings to the wider scientific community. Therefore, second-year M.E.Sc. and M.F.S. students are required to present the results of their faculty-supervised research as participants in the Master's Student Research Colloquium, a daylong event held near the end of the spring term. Student contributors participate by delivering a 15-minute oral presentation to the F&ES faculty and student body or by presenting a research poster in a session open to the F&ES community. Students receive a score of satisfactory completion for this effort.

James E. Sayers

[**F&ES 725b, Remote Sensing of Land Cover and Land Use Change** 3 credits. This is an advanced course on the use of satellite remote sensing to monitor land use and land cover change. The course emphasizes digital image processing techniques to detect landscape dynamics using data from NASA's satellites. Topics include pre-processing data for change detection, accuracy assessment of change maps, and methodologies to detect changes such as urban expansion, deforestation, seasonal variations in vegetation, agricultural expansion, vegetation health, and wildfires. Prerequisite: F&ES 726b. Lecture and lab. Karen Seto]

**F&ES 726b/ARCG 762b/EMD 548b/G&G 562b, Observing Earth from Space** 3 credits. Course topics include the spectrum of electromagnetic radiation, satellite-borne radiometers, data transmission and storage, computer image analysis, and merging satellite imagery with GIS. Applications to weather and climate, oceanography, surficial geology, ecology and epidemiology, forestry, agriculture, and watershed management. Preference to students in F&ES, Geology and Geophysics, Epidemiology, Anthropology, and Studies in the Environment. Prerequisites: college-level physics or chemistry, two courses in geology and natural science of the environment or equivalents, and computer literacy. Enrollment limited to fifty. Ronald Smith, Xuhui Lee, Mark S. Ashton

**F&ES 751b, Sampling Methodology and Practice** 3 credits. This course is intended to provide a fundamental understanding of the principles of statistical sampling, alternative estimators of population parameters, and the design basis for inference in survey sampling. Natural, ecological, and environmental resource applications of sampling are used to exemplify numerous sampling strategies. Sample designs to be studied include simple random; systematic; unequal probability, with and without replacement; stratified sampling; sampling with fixed-radius plots; horizontal point sampling; and line intercept. The Horvitz-Thompson, ratio, regression, and other estimators are introduced and used repeatedly throughout the course. Three hours lecture. Weekly and biweekly problem sets requiring the use of a computer spreadsheet. Timothy G. Gregoire

**F&ES 753a, Regression Modeling of Ecological and Environmental Data** 3 credits. This course in applied statistics assists scientific researchers in the analysis and interpretation of observational and field data. After considering the notion of a random variable, the statistical properties of linear transformations and linear combinations of random data are established. This serves as a foundation for the major topics of the course, which explore the estimation and fitting of linear and nonlinear regression models to observed data. Prerequisite: a course in introductory statistics. Three hours lecture. Statistical computing with R, weekly problem exercises. Timothy G. Gregoire

**F&ES 754a, Geospatial Software Design** 3 credits. This course introduces computer programming tools and techniques for the development and customization of geospatial data-processing capabilities. It relies heavily on use of the Python programming language in conjunction with ESRI's ArcGIS, Google's Earth Engine, and the open-source Quantum geographic information systems (GIS). Prerequisite: previous experience in GIS. Three hours lecture, problem sets. C. Dana Tomlin

**F&ES 755b, Modeling Geographic Space** 3 credits. An introduction to the conventions and capabilities of image-based (raster) geographic information systems (GIS) for the analysis and synthesis of spatial patterns and processes. In contrast to F&ES 756a, the course is oriented more toward the qualities of geographic space itself (e.g., proximity, density, or interspersion) than the discrete objects that may occupy such space (e.g., water bodies, land parcels, or structures). Three hours lecture, problem sets. No previous experience is required. C. Dana Tomlin

**F&ES 756a, Modeling Geographic Objects** 3 credits. This course offers a broad and practical introduction to the nature and use of drawing-based (vector) geographic information systems (GIS) for the preparation, interpretation, and presentation of digital cartographic data. In contrast to F&ES 755b, the course is oriented more toward discrete objects in geographical space (e.g., water bodies, land parcels, or structures) than the qualities of that space itself (e.g., proximity, density, or interspersion). Three hours lecture, problem sets. No previous experience is required. C. Dana Tomlin

[**F&ES 757b, Statistical Design of Experiments** 3 credits. Principles of design for planned experiments, coupled with methods of analysis of experimental data. The course is applications-oriented using the results of established theory. The nuances, strengths, and weaknesses of a number of classical designs are discussed. These include completely randomized design, block designs, and split plot designs. The analysis of data from these designs is treated at length. This course also deals with the question of sample size estimation. Students may use R or SAS for the completion of assignments. Prerequisite: a prior course in introductory statistics. Jonathan D. Reuning-Scherer or Timothy G. Gregoire]

**F&ES 758b, Multivariate Statistical Analysis in the Environmental Sciences** 3 credits. An introduction to the analysis of multivariate data. Topics include multivariate analysis of variance (MANOVA), principal components analysis, cluster analysis (hierarchical clustering, k-means), canonical correlation, multidimensional scaling ordination methods, discriminant analysis, and structural equations modeling. Emphasis is placed on practical application of multivariate techniques to a variety of natural and social examples in the environmental sciences. Students are required to select a dataset early in the term for use throughout the term. There are regular assignments and a final project. Extensive use of computers is required. Prerequisite: a prior course in introductory statistics. Three hours lecture/discussion. Jonathan D. Reuning-Scherer

**F&ES 762a, Applied Math for Environmental Studies (AMES)** 3 credits. The language of mathematics is an important leg in the stool of interdisciplinary research and analysis, and many graduate courses at F&ES involve mathematical content. However, many graduate students have not taken a math course in years, and their math skills are

rusty. Furthermore, many graduate-level mathematical concepts may be entirely new. Experience suggests that many students either opt out of taking courses they are truly interested in or muddle through, struggle with the math, and miss important concepts. AMES is meant to help students refresh or acquire new math skills and succeed in content and “toolbox” graduate-level courses. AMES provides a structured opportunity to learn a range of mathematical concepts used in environmental studies. The course assumes that, at a minimum, students took college algebra and perhaps a semester of calculus (but might not really remember it). Concepts are presented heuristically in a “how to” approach with examples from environmental studies. The goal is for students to be conversant and have intuition about (i.e., to demystify) why logs, exponents, derivatives, integrals, linear algebra, probability, optimization, stability analysis, and differential equations show up throughout environmental studies. Students learn (review) how to use these techniques. Also covered is a bit of history of math and an introduction to computer programming. Eli P. Fenichel

**[F&ES 780b, Seminar in Forest Inventory 2 credits.** An advanced seminar that explores the design and implementation of forest inventory. Topics are varied to meet the interest of the class, but generally include the evolution and current status of broad regional and national inventories in the United States and abroad. Each week readings are assigned from primary sources that document the development of, and motivation for, various sampling methods for forest inventory. These include fixed and variable radius plot sampling, 3P sampling, double sampling for stratification in forest inventory, sampling with partial replacement, and line intersect sampling. Time and interest permitting, there is discussion of some newer, more specialized methods such as Monte Carlo methods and randomized branch sampling. A familiarity with the precepts and vernacular of probability sampling or statistics is presumed. Prerequisite: F&ES 751b. Timothy G. Gregoire]

**F&ES 781b/STAT 674b, Applied Spatial Statistics 3 credits.** An introduction to spatial statistical techniques with computer applications. Topics include modeling spatially correlated data, quantifying spatial association and autocorrelation, interpolation methods, variograms, kriging, and spatial point patterns. Examples are drawn from ecology, sociology, public health, and subjects proposed by students. Four to five lab/homework assignments and a final project. The class makes extensive use of the R programming language as well as ArcGIS. Timothy G. Gregoire, Jonathan D. Reuning-Scherer

**F&ES 794b, Confronting Models with Data 1.5 credits.** We read and discuss Hilborn and Mangel's classic book, *The Ecological Detective*. This book covers philosophy of science and hypothesis testing and various frameworks for confronting models with data. The book makes use of real scientific and resource management problems to communicate concepts. While it focuses on ecology, the concepts are broadly applicable to all areas of environmental studies that use data and test hypotheses. It is also useful for students interested in using scientific results for policy and decision making. Students take turns leading discussion and write a short research proposal using concepts from the book. Eli P. Fenichel

## Social Sciences

### ECONOMICS

#### **F&ES 795b, Nature as Capital: Merging Ecological and Economic Models** 3 credits.

The course is designed to familiarize students with concepts and tools for valuing ecological structures (broadly defined) as forms of capital with a specific link to quantitative measures that may be useful in assessing sustainability. Students gain a working knowledge of concepts necessary to apply capital theory to ecosystems and develop a skill set sufficient to build dynamic bioeconomic models that can help them approximate the value of changes in ecosystems. Students also learn tools in dynamic optimization, which are useful for forward-looking decision making. Eli P. Fenichel

[**F&ES 800b, Energy Economics and Policy Analysis** 3 credits. This course examines energy policy issues that pertain to the environment, with a focus on providing tools for analyzing these issues. A primary objective is to apply economics to particular issues of energy markets, environmental impacts, investment in renewables, and other energy issues such as transportation and energy efficiency. We cover the economic and technical considerations behind a particular energy policy issue and then discuss a related article or case study. Prerequisites: to allow for a deeper treatment of the material, students are required to have completed F&ES 505b (or equivalent) and at least one course on energy. Kenneth T. Gillingham]

[**F&ES 802b, Valuing the Environment** 3 credits. This quantitative course demonstrates alternative methods used to value environmental services. The course covers valuing pollution, ecosystems, and other natural resources. The focus of the course is on determining the “shadow price” of nonmarket resources that have no prices but yet are considered valuable by society. Taught every other year. Three hours lecture. Robert O. Mendelsohn]

**F&ES 803b, Green Markets: Voluntary and Information Approaches to Environmental Management** 3 credits. Two observations provide motivation for this seminar. First, voluntary and information-based approaches to environmental management are becoming increasingly common. Environmental managers should thus be familiar with the approaches, along with their advantages and limitations. Second, students, advocates, and managers are often searching for ways outside of formal regulatory contexts to promote more pro-environmental behavior. There exists a sizable academic literature on the subject, but rarely is it covered in courses on environmental management. Readings span economics, psychology, and political science. Class occasionally has a lecture format, but for the most part, we have structured discussion, rotating responsibility for presentation and critique. Matthew J. Kotchen

**F&ES 804b, Economics of Natural Resource Management** 3 credits. This course uses economic theory and empirical evidence to address nonrenewable resource extraction and renewable resource management. The course teaches students how to apply economics to real-world problems. The nonrenewable resource section focuses on how to consume a resource of limited size over time with applications to fossil fuels, metals, and minerals. The renewable resource section covers management of water, land, and ecosystems. Taught every other year. Robert O. Mendelsohn

**F&ES 805a,b, Seminar on Environmental and Natural Resource Economics** 1.5 credits. This seminar is based on outside speakers and internal student/faculty presentations oriented toward original research in the field of environmental and natural resource economics and policy. Presentations are aimed at the doctoral level, but interested master's students may enroll with permission of the instructors. Kenneth T. Gillingham, Matthew J. Kotchen

[**F&ES 904a, Doctoral Seminar in Environmental Economics** 3 credits. This course critically examines a set of recent and also famous papers in environmental and resource economics. The purpose of each paper, its method, results, and conclusions are all discussed. The course is intended to prepare students for a career in economic research. Offered every other year. Robert O. Mendelsohn]

[**F&ES 905b, Doctoral Seminar in Environmental and Energy Economics** 3 credits. This course is designed to bring doctoral students up to speed on the latest developments in the literature on environmental and energy economics. Key papers are presented, and associated mathematical and empirical methods are covered. Topics to be covered include uncertainty and climate change policy, estimating energy demand, electricity markets, and behavioral economics and the environment. A focus is on identifying areas that deserve future research attention. Open to advanced master's students with permission of the instructor. Kenneth T. Gillingham]

#### ENVIRONMENTAL POLICY

**F&ES 718a, IPCC AR5 Assessment: The Physical Science Basis** 1 credit. This weekly seminar is structured to read and evaluate key chapters from the IPCC AR5 Working Group I 2013 report ([www.climatechange2013.org/report/review-drafts](http://www.climatechange2013.org/report/review-drafts)). The report will impact environmental and economic decisions for years to come and has already received substantial public attention. The purpose of the seminar is to familiarize the next generation of international environmental leaders with the latest advances in climate science. Seminar responsibilities include active participation in weekly meetings and the leadership of one chapter discussion. Guest lectures and Skype interviews with lead authors of the report. Nadine Unger

**F&ES 759b/MGT 697b/PLSC 727b, Capitalism: Success, Crisis, and Reform** 3 credits. Examination of capitalism as it functions in practice, with extensive use of business cases. The role of capitalism in generating wealth and innovation. Survey of critical institutions in banking, regulation, taxation, and trade. Negative consequences of capitalist development such as radical inequality, disruption of the natural environment, and intermittent social crises. Consideration of strategies for shaping capitalism in future decades. Douglas Rae

**F&ES 775a, Sustainable Sites** 3 credits. This course provides students with an overview of the different processes and players involved in planning, creating, and managing sustainable sites, through the lens of the framework and principles of the Sustainable Sites Initiative. Main topics include framework for and assessment of sustainable sites; site implementation aspects such as planning, design, construction, and maintenance; and real-world applications. The course consists of core lectures by principal instructors, with guest lectures by Sustainable Site practitioners – ecologists, planners, designers

(architect and landscape architect), contractors, and site managers. A term-long group project allows students to develop site strategies for a local development proposal. Enrollment limited to fifteen. Andrew Tung

**F&ES 799a, Sustainable Development Goals and Implementation** 1 credit. This course has students (working alone or in a small group) design a specific implementation plan for a specific country for a specific item that is part of the Sustainable Development Goals to be adopted by the U.N. in September 2015. Students study the new post-2015 sustainable development goals and their implementation in the real world. The course focuses primarily on understanding and developing the ability to effectively apply a variety of tools and means of implementation, relying primarily on guest lecturers. The aim is for each student or group of students to combine a geographic area/region (for example, a country of key interest), a sustainable development goal, and a tool for implementation to design an effective implementation strategy to present to those at the ministerial and decision-making level. Gordon T. Geballe

**F&ES 807a/LAW 20490/MGT 688a, Corporate Environmental Management and Strategy** 3 credits. This survey course focuses on understanding how adroit environmental management and strategy can enhance business opportunities; reduce risk, including resource dependency; promote cooperation; and decrease environmental impact. The course combines lectures, case studies, and class discussions and debates on management theory and tools, legal and regulatory frameworks shaping the business-environment interface, and the evolving requirements for business success (including how to deal with diverse stakeholders, manage in a world of transparency, and address rising expectations related to corporate responsibility). Marian R. Chertow, Daniel C. Esty

[**F&ES 808b/LAW 21107/REL 926b, Law, Environment, and Religion: A Communion of Subjects** 2–3 credits. Thomas Berry once wrote, “The universe is a communion of subjects, not a collection of objects.” One might also insist that the university is a communion of subjects, not a collection of disciplines. Perhaps no subject better illustrates this point than the environment, for to understand and appreciate the environment requires expertise from multiple intellectual traditions, including history, religion, philosophy, anthropology, aesthetics, economics, political science, and legal studies. This course focuses on the scholarship and practice of leading figures working at the intersection of law, environment, and religion, who will be brought to campus to participate in a discussion series that forms the core of the course. In preparation for these visits, teams of students are assigned to study deeply the writing and actions of a designated speaker. Class sessions during this preparatory phase resemble a traditional graduate seminar, with readings and discussion designed to stimulate engagement with the most challenging and vital questions facing the “communion” of law, environment, and religion. During the core phase of the course, speakers interact with students in multiple ways. The central activity is an in-depth interview led by members of the student team. Other students conduct a podcast interview with the speaker at Yale’s audio recording studio; these podcast interviews, which are intended to engage the speaker in a more personal conversation about his or her life history, values, and worldviews, will be posted on Yale’s iTunes University site. One of the conceits of the academy is often that such subjective elements have little bearing on one’s intellectual work. As a result, too little attention is

paid within the university to the role of family, community, religion, and other critical biographical factors in shaping one's ideas. Enrollment limited to twenty-four. Douglas A. Kysar, John Grim, Mary Evelyn Tucker]

**F&ES 810a, Diverse Voices: Environmental Leaders on Climate Change and the Environment** 1 credit. The movement to solve climate change and achieve a more sustainable economy in the twenty-first century will require the work of a broad range of people working across many different fronts. This course asks students to consider the widening range of voices engaged in these challenges across the United States and how the environmental movement can better reflect all segments of American society. It is co-taught by a group of diverse leaders tackling environmental challenges through advocacy, policy making, academic research, and business. Frances Beinecke

**F&ES 814a/MGT 563a, Energy Systems Analysis** 3 credits. This lecture course offers a systems analysis approach to describe and explain the basics of energy systems, including all forms of energy (fossil and renewable), all sectors/activities of energy production/conversion, and all energy end-uses, irrespective of the form of market transaction (commercial or noncommercial) or form of technology (traditional as well as novel advanced concepts) deployed. Students gain a comprehensive theoretical and empirical knowledge base from which to analyze energy-environmental issues as well as to participate effectively in policy debates. Special attention is given to introducing students to formal methods used to analyze energy systems or individual energy projects and also to discuss traditionally less-researched elements of energy systems (energy use in developing countries; energy densities and urban energy use; income, gender, and lifestyle differences in energy end-use patterns) in addition to currently dominant energy issues such as climate change. Active student participation is required, including completion of problem sets. Participation in extra-credit skill development exercises (presentations, fact-finding missions, etc.) is encouraged. Invited outside speakers complement topics covered in class. Arnulf Grubler

**F&ES 815a, The New Corporate Social Responsibility: Public Problems, Private Solutions, and Strategic Responses** 3 credits. This seminar assesses the proliferation of policy innovations aimed at promoting and encouraging “corporate social responsibility” (CSR). We define CSR broadly to include the diverse range of self- and civil regulation, voluntary instruments, private authority, and non-state market driven (NSMD) initiatives that have emerged in the last fifteen years to engage firms directly, rather than working through traditional governmental process. Examples include firm-level initiatives, industry codes, product codes, third-party certification, ethical brands and labels, and “clean” investment funds. The course reviews the growing literature on these phenomena that now exists within political science, management, economics, sociology, environmental studies, and law. Our aim is to reflect on the broad array of scholarship on emergence and institutionalization of CSR innovations questions. While the class is interested in assessing the strategic advantage that CSR might bring firms, our emphasis is on whether, and how, CSR initiatives might address enduring policy problems where traditional governmental approaches have been ineffective. The course is organized into four components. First, we review and assess the different types of CSR or “private” policy instruments vying for firm-level support and distinguish them from traditional

governmental mechanisms. Second, we discuss what is meant by “effectiveness” and the different ways of measuring success. Third, we assess the assumptions behind different theoretical frameworks about what types of CSR innovations firms are more likely to support, if any, and why. Fourth, we turn to empirical evidence to assess existing theories of support, and what this means for understanding support and effectiveness of CSR. This section draws on a variety of empirical methods including guest speakers from the world of CSR, analysis of large-N analyses on support, as well as detailed historical and comparative case studies. Benjamin W. Cashore

**F&ES 816b, Electric Utilities: An Industry in Transition** 3 credits. The U.S. electric utility industry is a \$370 billion business with capital expenditures on the order of \$100 billion per year to replace aging infrastructure, implement new technologies, and meet new regulatory requirements. A reliable electricity infrastructure is essential for the U.S. economy and the health and safety of its citizens. The electric industry also has a significant impact on the environment. In the United States, electric power generation is responsible for about 40 percent of human-caused emissions of carbon dioxide, the primary greenhouse gas. Electric utilities in the United States are at a crossroads. Technological innovations, improving economics, and regulatory incentives provide a transformational opportunity to implement demand-side resources and distributed energy technologies that will both lower emissions and improve service to customers. Such significant changes could, however, disrupt existing utility business models and therefore may not be fully supported by incumbent utilities. This course focuses on the issues, challenges, risks, and trade-offs associated with moving the U.S. utility industry toward a cleaner, more sustainable energy future. We explore how utilities are regulated and how economic factors and regulatory policies influence outcomes and opportunities to align customer, environmental, and utility shareholder interests to craft win-win-win solutions. Lawrence Reilly

**F&ES 817a, Urban, Suburban, and Regional Planning Practice** 3 credits. This course explores the challenges and opportunities faced by America’s suburban communities and urban centers as they work to become more sustainable and livable. Land use plans, private development, and public infrastructure shape our communities and determine where and how development occurs. The form of our cities and towns dictates our ability to meet the nation’s housing demand and grow our employment while reducing greenhouse gas emissions, improving the environment, and enhancing quality of life. Planners play a key role in understanding trends, crafting policy solutions, and generating support for action through stakeholder engagement. While most land use decision making is local, the majority of the challenges and opportunities we face cross political boundaries. New regional policies and partnerships, coupled with consensus-building across diverse constituencies, will be necessary to realize a new way to build our communities for the twenty-first century. This course delves into the planning techniques, zoning tools, and other land use regulations that are the principal mechanisms employed to achieve safe, livable, and sustainable communities. This course is part of the concentration in land use and planning, a subset of four classes under the specialization in sustainable land management. This subset is for students interested in the interface of environmental issues with land use, planning, and development. The other three courses in the subset are F&ES 775a, 820b, and 835a. Enrollment limited to twenty-five. David Kooris

**F&ES 818a/MGT 561a, Energy Technology Innovation** 3 credits. This advanced seminar aims at providing essential knowledge as well as a forum for students to discuss energy technology innovation strategies and policies from a systemic perspective. The first half of the seminar provides basic knowledge on technological change in general and on energy technology innovation in particular from an interdisciplinary perspective, including history of technology, engineering, management science, systems theory, economics, and social sciences including diffusion theory. Focus is on introducing students to the main patterns, drivers, policy leverages, and constraints in energy technology innovation systems. Core theoretical concepts introduced include *inter alia* technological inertia and lock-in, uncertainty, knowledge accumulation (learning) and depreciation, dynamic economic feedbacks like increasing returns to adoption, and knowledge and technology spillover effects. The second part of the seminar focuses on student-led discussions of selected case studies of energy technology innovation and/or policy approaches in both energy supply and energy end-use. Student proposals on case studies are welcome. In order to maximize discourse possibilities and levels, enrollment limited to twelve. Students apply for seminar admission via e-mail outlining motivation and meeting of prerequisite criteria. Prerequisite: F&ES 814a, an equivalent of 3 credits of energy courses obtained outside F&ES, or two years of professional experience in the energy industry including energy finance. Other highly motivated students, including undergraduates, can also apply for admission through a one-page motivational statement and a three-page summary of a relevant energy technology innovation publication chosen by the applicant. Arnulf Grubler

**F&ES 819b, Strategies for Land Conservation** 3 credits (or audit). This is a professional seminar on private land conservation strategies and techniques, with particular emphasis on the legal, financial, and management tools used in the United States. The seminar is built around presentations by guest speakers from land conservation organizations. Speakers are assigned topics across the land conservation spectrum, from identification of target sites, through the acquisition process, to ongoing stewardship of the land after the deal is done. The tools used to protect land are discussed, including the basics of real estate law, conservation finance, and project/organizational management. Students are required to undertake a clinical project with a local land conservation organization. Enrollment limited to twenty-five; preference to second-year students if limit reached. Bradford S. Gentry

**F&ES 820b, Land Use Law and Environmental Planning** 3 credits. This course explores the regulation by local governments of land uses in urban, rural, and suburban areas and the effect of development on the natural environment. The course helps students understand, in a practical way, how the environment can be protected through effective regulation at the local level. It introduces students to federal, state, and regional laws and programs that affect watershed protection and to the laws that delegate to local governments primary responsibility for decision making in the land use field. Theories of federalism, regionalism, states' rights, and localism are studied. The history of the delegation of planning and land use authority to local governments is traced, leading to an examination of local land use practices particularly as they relate to controlling development in and around watershed areas as well as regulatory response to sea-level rise and climate change. Course participants engage in empirical research working to identify,

catalogue, and evaluate innovative local laws that successfully protect environmental functions and natural resources, and the manner in which towns, particularly on the coast, incorporate climate change into their planning and regulations. Nearby watersheds are used as a context for the students' understanding of the strengths and weaknesses of local planning and regulation. Attention is paid, in detail, to how the development of the land adversely affects natural resources and how these impacts can be mitigated through local planning and subsequent adoption of environmental regulations and regulations designed to promote sustainable development in a climate-changing world. The course includes examination of the state and local response to climate change, sea-level rise, growth management, alternatives to Euclidean zoning, low-impact development, brownfields redevelopment, energy conservation, and innovative land use strategies.

Marjorie Shansky

**F&ES 821b, Private Investment and the Environment: Legal Foundations and Tools** 3 credits. As environmental problems become harder to regulate and public funds available for environmental protection decline, more people are looking to private investment as a tool for helping to improve environmental performance. This course explores the legal aspects of these initiatives, both opportunities and limits. It starts with an analysis of the goals of private investors – as a way to target efforts to change their decisions. It then moves to a review of the legal frameworks within which investors operate (property and tax law), as well as the legal tools that investors use to order their activities (contract law) and that governments use to address market failures (liability, regulation, information, and market mechanisms). The course concludes by examining efforts to use combinations of these legal tools to expand private investment in environmentally superior goods, services, and operations. Students are asked to choose an issue about which they care as the focus for their class deliverables. Offered every other year. Mark DeAngelis

[**F&ES 824b, Environmental Law and Policy** 3 credits. Introduction to the legal requirements and policy underpinnings of the basic U.S. environmental laws, including the Clean Water Act, Clean Air Act, and various statutes governing waste, food safety, and toxic substances. This course examines and evaluates current approaches to pollution control and resource management as well as the “next generation” of regulatory strategies, including economic incentives and other market mechanisms, voluntary emissions reductions, and information disclosure requirements. Mechanisms for addressing environmental issues at the local, regional, and global levels are also considered.]

Daniel C. Esty]

**F&ES 825a, International Environmental Law** 3 credits. An introduction to public international law that both governs the global commons – atmosphere, climate, oceans, and stratospheric ozone layer – and guides the national obligations for ensuring trans-national public health, advancing sustainable development, and managing the Earth's shared resources: sources of energy and renewable stocks of plants and animals, biodiversity, and ecosystems services. The course explores how environmental law builds upon general principles of international law; the evolving norms of humanitarian law, human rights, environmental rights, and the rights of nature; and the substantive and procedural treaty obligations of nations. The principal multilateral environmental agreements (MEAs) are studied, with attention to how states enact environmental law regimes to implement the MEAs. Decision-making procedures of United Nations agencies and

other international and regional bodies are critically examined. The main texts are a law school casebook, D. Hunter, D. Zaelke, and J. Salzman, *International Environmental Law and Policy* (Foundation Press, 2002), and the UN Environment Programme's commissioned restatement of this body of law, N.A. Robinson and L. Kurukulasuriya, *Manual on International Environmental Law* (UNEP, 2006). The course concludes with a written final examination. Nicholas A. Robinson

**F&ES 826a, Foundations of Natural Resource Policy and Management** 3 credits. This course offers an explicit interdisciplinary (integrative) framework that is genuinely effective in practical problem solving. This unique skill set overcomes the routine ways of thinking and solving conservation problems common to many NGOs and government organizations by explicitly developing more rigorous and effective critical-thinking, observation, and management skills. It is genuinely interdisciplinary. By simultaneously addressing rational, political, and practical aspects of real-world problem solving, the course helps students gain skills, understand, and offer solutions to the policy problems of managing natural resources. The approach we use requires several things of students (or any problem solvers): that they be contextual in terms of social and decision-making processes; that they use multiple methods and epistemologies from any field that helps in understanding problems; that they strive to be both procedurally and substantively rational in their work; and, finally, that they be clear about their own standpoint relative to the problems at hand. The approach used in this course draws on the oldest and most comprehensive part of the modern policy analytic movement—the policy sciences (interdisciplinary method)—which is growing in its applications worldwide today. The course includes a mix of critical thinking, philosophical issues, history, as well as issues that students bring in. Among the topics covered are human rights, scientific management, decision making, community-based approaches, governance, common interest, sustainability, professionalism, and allied thought and literature. In their course work students apply the basic concepts and tools to a problem of their choice, circulating drafts of their papers to other seminar participants and lecturing on and leading discussions of their topics in class sessions. Papers of sufficient quality may be collected in a volume for publication. Active participation, reading, discussion, lectures, guests, and projects make up the course. The seminar supports and complements other courses in the School and at the University. Enrollment limited to sixteen; application required. Susan G. Clark

**F&ES 828b, Comparative Environmental Law in Global Legal Systems** 3 credits. This course examines environmental law in the various legal systems of the world—from the common and civil law traditions to socialist law, customary law, and Islamic law. In particular, environmental law and case studies from a number of countries are examined, including Australia, Canada, China, Europe, New Zealand, the United States, Singapore, and the states of Southeast Asia. The objective is to understand the scope and evolution of national environmental law through the patterns of legislative, administrative, and judicial decision making in the various legal regimes. The systems of central/unitary governments are contrasted with those of federal systems. As corporations engage in the same manufacturing activities around the world, it is important that corporate managers and their legal advisers understand how these activities are regulated in the different legal systems. Additionally, as earth's natural systems are integrated throughout the biosphere, the effectiveness of one nation's environmental laws is complemented or undermined

by the efficacy of another nation's comparable laws. Students are examined by a written paper that is a comparative study of some aspect of environmental law, involving at least two jurisdictions. Lin-Heng Lye

**[F&ES 829b, International Environmental Policy and Governance** 3 credits. The development of international environmental policy and the functioning of global environmental governance. Critical evaluation of theoretical claims in the literature and the reasoning of policy makers. Introduction of analytical and theoretical tools used to assess environmental problems. Case studies emphasize climate, forestry, and fisheries. Benjamin W. Cashore]

**F&ES 835a, Seminar on Land Use Planning** 1 credit. Land use control exercised by state and local governments determines where development occurs on the American landscape, the preservation of natural resources, the emission of greenhouse gases, the conservation of energy, and the shape and livability of cities and towns. The exercise of legal authority to plan and regulate the development and conservation of privately owned land plays a key role in meeting the needs of the nation's growing population for housing and nonresidential development and in ensuring that critical environmental functions are protected from the adverse impacts of land development. This course explores the multifaceted discipline of land use planning and its associated ecological implications. Numerous land use strategies are discussed that provide practical tools for professionals to use to create sustainable buildings, neighborhoods, and communities. The focus of this seminar is to expose students to the basics of land use planning in the United States and to serve as an introduction for the F&ES curricular concentration in land use. Guest speakers are professionals involved in sustainable development, land conservation, smart growth, and climate-change management. Classes include discussions on the trajectory for professional careers. John R. Nolon

**F&ES 837b, Seminar on Leadership in Natural Resources and the Environment** 3 credits. This seminar explores the qualities, characteristics, and behaviors of leaders in the fields of natural resources, science, and management. Through lectures, guest speakers, and individual and team projects, students analyze the attributes of leadership in individuals and organizations. They examine leaders and organizations and develop skills and techniques for leading and for assessing various organizations' leadership strengths and weaknesses. The class travels to Washington, D.C., and meets with leaders in the policy, environmental, industry, and information segments. Through this experience, students have the opportunity to assess their own leadership capabilities and identify means to improve them. Enrollment limited to fifteen. Chadwick D. Oliver

**F&ES 840b/LAW 21754, Climate Change and Clean Energy** 3 credits. This course examines the scientific, economic, legal, political, institutional, and historic underpinnings of climate change and the related policy challenge of developing the energy system needed to support a prosperous and sustainable modern society. Particular attention is given to analyzing the existing framework of treaties, law, regulations, and policy—and the incentives they have created—which have done little over the past several decades to change the world's trajectory with regard to the build-up of greenhouse gas emissions in the atmosphere. What would a twenty-first-century policy framework that is designed to deliver a sustainable energy future and a successful response to climate change look

like? How would such a framework address issues of equity? How might incentives be structured to engage the business community and deliver the innovation needed in many domains? While designed as a lecture course, class sessions are highly interactive. Self-scheduled examination or paper option. Daniel C. Esty

[**F&ES 841b/LAW 21720, A Critical History of U.S. Energy Law and Policy** 2 or 3 credits. Why does U.S. environmental law work reasonably well to achieve its declared objectives, but energy law does not? Since the 1973 Arab oil embargo, every president has declared as a central goal of national policy for the United States to become less dependent on imported oil, but until recently our “addiction” to imported oil (in the words of George W. Bush) increased. Will the recent boom in shale gas and unconventional oil change all that and turn the United States into an energy exporter? This research seminar examines national energy law and policy since World War II with the objective of understanding why the legal techniques that we have applied have been so unsuccessful in achieving their declared objectives. We focus particularly on policies intended to stimulate renewables and other alternative sources of energy, including energy efficiency. This course considers renewables not in isolation but in dynamic interrelationship with policies toward conventional fossil sources of energy. A third unit is by arrangement with the instructor. Enrollment limited to twenty-five. Self-scheduled examination (Web) or paper option. This course follows the Yale Law School academic calendar. E.D. Elliott]

**F&ES 843b/AMST 839b/HIST 743b/HSHM 744b, Readings in Environmental History** 2 credits. Reading and discussion of key works in environmental history. The course explores major forces shaping human-environment relationships, such as markets, politics, and ecological dynamics, and compares different approaches to writing about social and environmental change. Paul Sabin

[**F&ES 849b, Natural Resource Policy Practicum** 3 credits. This practicum provides opportunities for students to participate in the analysis and development of current issues/policies affecting natural resources in the United States and to learn about contemporary issues affecting natural resources and the environment. Students are organized into teams and assigned a number of current policy issues for analysis and discussion. The identified issues originate from discussions with staff of national environmental organizations, Congressional offices, and federal natural resource agencies that serve as “clients” for the purposes of this practicum. Students are required to communicate directly with the organizations and individuals seeking policy analysis assistance, to conduct research and interdisciplinary analysis of the subject, to prepare a report and recommendations for the identified client, and to brief the client on the product of their analysis. Each team is responsible for a minimum of two policy analysis projects during the term. Following an initial organizational meeting, student teams meet with the instructor once a week to provide updates on projects and to discuss current national and international issues and concerns affecting natural resources and the environment. James R. Lyons]

**F&ES 850b, International Organizations and Conferences** 3 credits. This course focuses on an international environmental conference or symposium and the organization that sponsors the event. Both theoretical and clinical approaches are used. The course studies the mission of the organization and the role of the conference. Students prepare individual and group papers suitable for presentation at the conference. Every attempt

is made to have the students participate in the conference, even if it occurs in the next term, but attendance is not guaranteed. The class has studied and participated in the 5th World Parks Congress, Durban, South Africa, 2003; the World Conservation Congress in Bangkok, Thailand, 2004, and in Barcelona, Spain, 2008; and the UNEP Council Meeting, Nairobi, Kenya, 2005. Since 2009, students have participated in the climate COP. This course is co-taught with an advanced doctoral student or visiting faculty member who brings knowledge of the specific organization and subject matter being studied. Enrollment limited to sixteen. Gordon T. Geballe

**F&ES 851b, Environmental Diplomacy Practicum** 3 credits. This course aims to provide experiential learning of environmental and sustainable development issues at the international level. Students read, discuss, observe UN meetings, and interact with UN diplomats, officials of international agencies, and civil society representatives. The objective is to enable students to develop a better understanding and realistic assessment of multilateral decision-making processes on the substantive issues. Students demonstrate this development in an end-of-term paper. Roy S. Lee

**F&ES 853b, The Political Economy of Global Energy Policy** 3 credits. This course addresses the global energy challenge from four distinct perspectives: public policy, security, sustainability, and development. The course surveys (1) the major theoretical frameworks that are being employed to analyze how countries around the world design and implement public policies toward the energy sector; topics include theories of the state, monopoly, regulation, public choice, global institutions, and policy making; (2) the political economy and outcomes of electricity market liberalization; (3) the methodological challenges in evaluating and comparing fossil-fuel-based and renewable supply technologies; (4) the nexus between energy security, food security, and economic development; (5) the challenges associated with fossil fuels in an increasingly carbon-constrained world; (6) the promises and physical limitations of renewable energy technologies; and (7) the risks, uncertainties, demise, and continued promise of nuclear power. Ioannis Kessides

**F&ES 855a, Climate Change Mitigation in Urban Areas** 3 credits. This class provides an in-depth assessment of the relationships between urbanization and climate change, and the central ways in which urban areas, cities, and other human settlements can mitigate climate change. The course explores two major themes: (1) the ways in which cities and urban areas contribute to greenhouse gas emissions and climate change; and (2) the ways in which urban areas can mitigate greenhouse gas emissions and climate change. Class topics parallel the IPCC 5th Assessment Report, Chapter 12, Human Settlements, Infrastructure, and Spatial Planning, and include spatial form and energy use, land use planning for climate mitigation, urban metabolism, and local climate action plans. The class format is reading-, writing-, and discussion-intensive. Students are taught how to synthesize scientific literature, write policy memos, and develop effective oral presentations on the science of climate change mitigation in urban areas. Enrollment limited to sixteen. Karen Seto

**F&ES 860b, Understanding Environmental Campaigns and Policy Making: Strategies and Tactics** 3 credits. This course taught from a practitioner's perspective helps the student to understand how the advocacy community operates to advance policy making

in the environmental arena by exposing students to well structured case examples from the environmental policy-making world of the past decade. Michael Northrop

**[F&ES 866b/LAW 21566, [The] Law of Climate Change** 3 credits. This course explores legal and policy developments pertaining to climate change and the regulation of greenhouse gas emissions. Approaches considered range in scale (state, regional, national, international), temporal scope (incremental measures, multi-decade emissions goals, constitutional amendments), policy orientation (voluntary initiatives, disclosures rules, subsidization, tort litigation, command-and-control regulation, cap-and-trade schemes, emissions taxes), regulatory target (industry and manufacturing, commercial and retail firms, financial and insurance companies, consumers and workers), and regulatory objective (stabilization of greenhouse gas concentrations, reduction of emissions levels or intensity, energy security, optimal balancing of costs and benefits, adaption to unavoidable impacts). Although course readings and discussion focus on existing and actual proposed legal responses to climate change, the overarching aim of the course is to anticipate how the climate change conundrum will affect our laws and our lives in the long run. No prerequisites. Self-scheduled examination or paper option. Douglas A. Kysar]

#### **SOCIAL AND POLITICAL ECOLOGY**

**F&ES 738Eb, Himalayan Diversities: Environment, Livelihood, and Culture** 2 credits. A six-week online introductory course that showcases Himalayan diversities from the perspective of three broad themes: environment, livelihood, and culture. The course is geared toward students and scholars interested in developing a broad understanding of the Himalayan region. Using subject experts in the region, the course provides insights on biological, cultural, and livelihood diversity within the vast region of the Eastern, Central, and Western Himalayas. It further engages the students to look at the impact of climate change in the region and what a sustainable future can look like for the Himalayas. The course also provides supplementary material for students who are interested in developing a more nuanced understanding of the region and provides direction to where they can find more information. Students gain a well-rounded understanding of the importance of Himalayan issues, current challenges, and how we can create long-term sustainability in the region. Alark Saxena

**F&ES 760b, Conservation in Practice: An International Perspective** 3 credits. This seminar focuses on the practice of wildlife and wildlands conservation, examining key topics from the dual perspectives of academic literature and actual field experiences; bringing together interdisciplinary thinking; and drawing on examples from Africa, Asia, Latin America, and the United States. The thematic outline of the seminar is organized around three fundamental questions in nature conservation: What are we trying to save – and why? How is this being done – and how has it changed over time? What lessons are we learning – and what overarching issues remain problematic? Specific topics include how different players define and value wildness; selection and prioritization of conservation targets; comparisons of various species and landscape conservation approaches; and governance and decision making in conservation, including ties between conservation and development and community-based conservation. Student participation and leadership are key, as the seminar is discussion-based and approximately half the sessions are student-led. Evaluation is based on participation and a final paper. Amy Vedder

**[F&ES 763b, Translating the Science of Wildlife Conservation into Practice** 2 credits (successful completion of all discussion-based work), 3 credits (final paper). Focusing on the application of wildlife science to ongoing conservation initiatives, this advanced seminar examines selected, in-depth topics on wildlife conservation across the globe. It draws on students' strong background in ecology (including concurrent registration in F&ES 744b) and prior examination of international conservation issues. Topics include determination of wildlife objectives, complications of temporal and geographical scales, wildlife in the context of culture, and the economics and financing of wildlife conservation. Each seminar session includes examination of case studies, and each general topic includes structured debate and/or role-playing to enhance the emphasis on applied conservation. Student participation and leadership are key, as sessions are discussion-based, center on the sharing of ideas and experiences, demand challenging current thinking, and are frequently student-led. Prerequisite: F&ES 760b. Enrollment limited to ten. Amy Vedder]

**F&ES 764a, The American West: A Case Study in Social Structure, Culture, and Politics** 3 credits. The social and environmental context of the North American West provides fertile ground to examine important issues pertaining to culture, politics, social movements, and institutional structures. This course equips students to think critically and imaginatively about the social aspects of natural landscapes and the communities who inhabit them. This is not a history course, but it does examine stability and change across time. The course draws on empirical cases dealing with a range of interrelated issues, including economic change, environmental values, energy and water conflicts, native experiences, religion, American mythologies, gender, race, and the culture of individualism. Engaging with important theories, debates, and scholarly work around these exciting cultural and political issues is the primary goal of this course. In addition, there are three secondary outcomes of this course that are invaluable both inside and outside of academia. The first is for students to develop the capacity to think about the connectedness of social life and apply social network concepts creatively to solve problems arising in human and environmental social systems. The second is for students to become more efficient readers, improving their ability to process and synthesize large amounts of information in short amounts of time – a skill especially useful in today's world of information technology. The third is for students to become more confident and dynamic speaking in front of others. Justin Farrell

**F&ES 767b, Building a Conservation Toolkit: From Project Design to Evaluation** 3 credits. As wildlife and wildland conservation programs have multiplied and grown in size, conservation organizations have sought methods to improve strategic project planning, assessment of progress, cross-project comparison, learning of lessons, and transparency for donors. To address these challenges, major nonprofit organizations have collaboratively designed a set of decision-support tools for planning field projects and programs and for monitoring their progress, summarized in the "Open Standards for the Practice of Conservation" (<http://cmp-openstandards.org>). Use of these tools has allowed organizations to more clearly articulate strategies, define priority actions, critically assess success, manage adaptively, and derive lessons – all of which help to improve effectiveness and respond to donor interests. Students in this course explore a mutually reinforcing suite of these project tools: their underlying principles are introduced,

students practice the techniques, and current case studies from field conservation are examined to explore tool utility. Students synthesize use of these design tools in a final project or program proposal focused on a single case study of their choice. The suite of decision-support tools covered includes conceptual models for project design, situational and stakeholder assessments, threats and opportunities analysis, conservation target identification (particularly landscape species selection), and monitoring frameworks. Students gain experience in design of projects and their monitoring, as well as familiarity with budgeting. Enrollment limited to twelve. Amy Vedder, A. William Weber

**F&ES 772a, Social Justice in the Sustainable Food System** 3 credits. This course explores social justice dimensions of today's globalized food system and considers sustainability in terms of social, in addition to environmental, indicators. We develop an understanding of the food system that includes farmers and agroecological systems; farm and industry workers; business owners and policy makers; as well as all who consume food. Based on this understanding, we examine how phenomena such as racism, gender discrimination, structural violence, and neoliberalization surface within the food system in the United States and globally, drawing examples from such diverse sectors as agriculture, labor, public health, and international policy. We discuss conceptual frameworks – such as food justice and food sovereignty – that farmers, activists, critical food scholars, humanitarian agencies, and policy makers are using to create food systems that are both sustainable and just. We also investigate how current ideological debates about the intersections of food, agriculture, and social justice shape policy making and advocacy at multiple scales. Throughout the term we explore our own position(s) as university-based stakeholders in the food system. The course includes guest speakers, and students are encouraged to integrate aspects of their own scholarly and/or activist projects into one or more course assignments. Kristin Reynolds

**F&ES 774a, Agriculture: Origins, Evolution, Crises** 3 credits. Analysis of the societal and environmental causes and effects of plant and animal domestication, the intensification of agro-production, and the crises of agro-production: population pressure, land degradation, societal collapses, technological innovation, transformed social relations of production, sustainability, and biodiversity. From the global field, the best-documented eastern and western hemisphere trajectories are selected for analysis. Harvey Weiss

**F&ES 783Ea,b, Introduction to Religions and Ecology** 2 credits. This six-week hybrid course introduces the newly emerging field of religion and ecology and traces its development over the past several decades. It explores human relations to the natural world as differentiated in religious and cultural traditions. In particular, it investigates the symbolic and lived expressions of these interconnections in diverse religious texts, ethics, and practices. In addition, the course draws on the scientific field of ecology for an understanding of the dynamic processes of Earth's ecosystems. The course explores parallel developments in human-Earth relations defined as religious ecologies. Similarly, it identifies narratives that orient humans to the cosmos, namely, religious cosmologies. This is an online hybrid course; no shopping period. John Grim, Mary Evelyn Tucker

[**F&ES 784Ea, Western Religions and Ecology** 2 credits. This six-week hybrid course explores views of nature in the Abrahamic religions of Judaism, Christianity, and Islam.

Students examine historical examples of human-Earth interactions expressed in scriptures, traditions, and ritual practices. In particular, they explore the meaning of “dominion” in Judaism, “stewardship” in Christianity, and “trusteeship” in Islam. Having retrieved these examples, they evaluate them in light of present environmental insights and challenges. Students also explore contemporary examples of how these religions are engaged in environmental projects within their different communities. In these ways students come to reflect upon values inherent in these religions that have helped to shape and inform cultural interactions with nature in the West. This is an online hybrid course; no shopping period. Prerequisite: F&ES 783E. John Grim, Mary Evelyn Tucker]

**[F&ES 785Eb, East Asian Religions and Ecology 2 credits.** This six-week hybrid course explores views of nature in the East Asian religions of Confucianism, Daoism, and Buddhism. Students examine historical examples of human-Earth interactions expressed in scriptures, traditions, and ritual practices. In particular, they explore the meaning of “harmony” in Confucianism, “the Way” in Daoism, and “interdependence” in Buddhism. Having retrieved these examples, they evaluate them in light of present environmental insights and challenges. Students also explore contemporary examples of how these religions are engaged in environmental projects within their different communities. In these ways students come to reflect upon values inherent in these religions that have helped to shape and inform cultural interactions with nature in East Asia. This is an online hybrid course; no shopping period. Prerequisite: F&ES 783E. John Grim, Mary Evelyn Tucker]

**F&ES 787E/REL 911Ha, Thomas Berry: Life and Thought 2 credits.** This six-week hybrid course investigates the life and thought of Thomas Berry in relation to the field of religion and ecology as well as the *Journey of the Universe* project. Berry (1914–2009) was a historian of religions and a significant voice awakening religious sensibilities to the environmental crisis. He is particularly well known for articulating a “Universe Story” that explores the world-changing implication of evolutionary sciences. As an overview this course draws on his books, articles, and recorded lectures to examine such ideas as the Universe Story, the Great Work, and the Ecozoic era. In addition, the course explores his studies in world religions including Buddhism, Confucianism, and indigenous traditions. Finally the course highlights his challenge to Christianity to articulate theologies of not only divine-human relations, but also human-Earth relations. This is an online hybrid course; no shopping period. John Grim, Mary Evelyn Tucker

**F&ES 789E/REL 912Ha, Journey of the Universe 2 credits.** This six-week hybrid course draws on the resources created in the *Journey of the Universe* project – a film, a book, and a series of twenty interviews with scientists and environmentalists. *Journey of the Universe* weaves together the discoveries of evolutionary science with cosmological understandings found in the religious traditions of the world. The authors explore cosmic evolution as a creative process based on connection, interdependence, and emergence. The *Journey* project also presents an opportunity to investigate the daunting ecological and social challenges of our times. This course examines a range of dynamic interactions and interdependencies in the emergence of galaxies, Earth, life, and human communities. It brings the sciences and humanities into dialogue to explore the ways in which we understand evolutionary processes and the implications for humans and our ecological future. This is an online hybrid course; no shopping period. John Grim, Mary Evelyn Tucker

**F&ES 793b/ANTH 773b, Abrupt Climate Change and Societal Collapse** 2 credits. Collapse documented in the archaeological and early historical records of the Old and New Worlds, including Mesopotamia, Mesoamerica, the Andes, and Europe. Analysis of politicoeconomic vulnerabilities, resiliencies, and adaptations in the face of abrupt climate change, anthropogenic environmental degradation, resource depletion, “barbarian” incursions, or class conflict. Harvey Weiss

**F&ES 831b, Society and Natural Resources** 1–3 credits. This research seminar explores the relationship between society and natural resources in a genuinely interdisciplinary manner. This session focuses on the foundations (philosophic, methodological, and pragmatic) of social and integrative/interdisciplinary sciences/approaches to understanding and policy. We demonstrate a major case application. Although the specific topic of the seminar varies from year to year, the consistent underlying theme is an examination of how societies organize themselves, use natural resources, and affect their environment. In past years, the seminar focused on energy and the environment, interdisciplinary problem solving, and environmental psychology and sociology. We focus on leadership (the lead and leader’s relationships), too. Guests and students make presentations and participate in discussions each week. Readings, active participation, and student papers are required. The seminar overall looks at people seeking values using natural resources through institutions. This relationship (people, values, natural resources, and institutions) has been extensively written about and discussed in diverse fields. A few years ago, the seminar examined the relationship of human dignity as a universal value goal, professionalism and practice, and sustainability as an applied notion. Other versions of the seminar have looked at conceptual (theoretical) models about society and natural resources from policy sciences, social ecology, political ecology, and other knowledge areas. Still other seminars focused on “Bridging Local and Professional Knowledge in Environmental Sustainability” and “War and the Environment.” Topic for this year’s seminar to be determined. Susan G. Clark

**F&ES 836a/ANTH 541a/HIST 965a/PLSC 779a, Agrarian Societies: Culture, Society, History, and Development** 3 credits. An interdisciplinary examination of agrarian societies, contemporary and historical, Western and non-Western. Major analytical perspectives from anthropology, economics, history, political science, and environmental studies are used to develop a meaning-centered and historically grounded account of the transformation of rural society. Four hours lecture plus discussion sections. Peter Perdue, James C. Scott, Kalyanakrishnan Sivaramakrishnan

**F&ES 839a/ANTH 597a, Social Science of Development and Conservation** 3 credits. This course is designed to provide M.E.M., M.E.Sc., and doctoral students with the opportunity to master the essential social science literature on sustainable development and conservation. Social science makes two contributions to the practice of development and conservation. First, it provides ways of thinking about, researching, and working with social groupings – including rural households and communities, but also development and conservation institutions, states, and NGOs. This aspect includes relations between groups at all these levels, and the role of power in these relations. Second, social science tackles the analysis of the knowledge systems that implicitly shape development and conservation policy and impinge on practice. In other words, we analyze

communities but also our own ideas of what communities are. We also examine our ideas about sustainable development and conservation, and we look at development and the institutions that implement it from the perspective of communities. The emphasis throughout is on how these things shape the practice of sustainable development and conservation. Case studies used in the course have been balanced as much as possible between Southeast Asia, South Asia, Africa, and Latin America; most are rural and Third World (largely due to the development and conservation focus). The course includes readings from all noneconomic social sciences. Readings are equally focused on conservation and development. The goal of the course is to stimulate students to apply informed and critical thinking (which means not criticizing others, but questioning our own underlying assumptions) to whatever roles they may come to play in sustainable development and conservation, in order to move toward more environmentally and socially sustainable projects and policies. The course is also designed to help students shape future research by learning to ask questions that build on, but are unanswered by, the social science theory of conservation and development. No prerequisites. This is a requirement for the joint F&ES/Anthropology doctoral program, and a prerequisite for some advanced F&ES courses. Open to advanced undergraduates. Three hours lecture/seminar. Carol Carpenter

**F&ES 846b, Perspectives on Environmental Injustices** 3 credits. In this seminar we explore global environmental issues from a perspective that foregrounds questions of social justice. This course is based on three fundamental premises: (1) all individuals and communities, regardless of their social or economic conditions, have the right to a clean and healthy environment; (2) there is a connection between environmental exploitation, human exploitation, and social justice; and (3) many environmental and social injustices are rooted in larger structural issues in society that must be understood. With these premises as a starting point, we turn to more difficult questions such as, Why and through what political, social, and economic processes are some people denied this basic right to a clean and safe environment? The course draws on both international and domestic case studies. Amity Doolittle

**F&ES 854b, Institutions and the Environment** 3 credits. One of the most critically important questions facing those seeking to promote environmental stewardship of the world's biosphere is to understand better what types of local, domestic, global, and non-state institutions might best promote meaningful and enduring environmental problem solving. The purpose of this seminar is to review key works in political science and related disciplines on institutions to assess their direct or indirect implications for environmental governance and effectiveness. The course assesses perspectives from rational choice, historical, and sociological institutionalism that have permeated comparative public scholarship; the treatment of institutions with international relations literature; the attention that common property scholars have placed on understanding the development of local institutions; and the emergence and proliferation of private governance institutions. We are curious about understanding the theoretical underpinnings and scholarly debates about how support for such systems occurs. We also assess the various theories against empirical evidence that assess their support and influence ameliorating key resource and environmental problems. Benjamin W. Cashore

**[F&ES 857b, Urbanization, Global Change, and Sustainability** 3 credits. The conversion of land surface to urban uses is one of the most profound human impacts on the global biosphere. Urban growth and associated changes in human activities on the land and in the physical attributes of Earth's surface have profound environmental consequences, including local and regional climate change, loss of wildlife habitat and biodiversity, soil erosion, and a decline in ecosystem services. This seminar examines the interactions and relationships between urbanization and global change at local, regional, and global scales. Topics include urban land-cover change, cities and local climate, urban vulnerability, urban diets and the challenges for agriculture, and urban biodiversity.  
Karen Seto]

**F&ES 869b/ANTH 572b, Disaster, Degradation, Dystopia: Social Science Approaches to Environmental Perturbation and Change** 3 credits. This is an advanced seminar on the long tradition of social science scholarship on environmental perturbation and natural disasters, the relevance of which has been heightened by the current global attention to climate change. The course is divided into four main sections, the contents of which evolve from year to year. Section one addresses central questions and debates in the field: social dimensions of natural disasters; the historic evolution of anthropological thinking about climate and society; discursive dimensions of environmental degradation; and asymmetries between political power and resource wealth. Section two focuses on anthropological perspectives on perturbation, beginning with Linnaeus's work on ethnicity and land use in Scandinavia; ethnicity and violence in the Philippines; and indigenous solutions to knowing the environment. Section three consists of the classroom presentation of work by the students. Section four consists of the classroom discussion of work by the students, and new approaches to interdisciplinary work. There are several guest lectures by leading contributors to the field. Prerequisite: F&ES 520a/ANTH 581a or F&ES 839a/ANTH 597a. Three hours lecture/seminar. Enrollment limited to twenty.  
Michael R. Dove

**[F&ES 877a/ANTH 561a, Anthropology of the Global Economy for Development and Conservation** 3 credits. This seminar explores topics in the anthropology of the global economy that are relevant to development and conservation policy and practice. Anthropologists are often assumed to focus on micro- or local-level research, and thus to have limited usefulness in the contemporary, global world of development and conservation policy. In fact, however, they have been examining global topics since at least the 1980s, and little current anthropological research is limited to the village level. More importantly, the anthropological perspective on the global economy is unique and important. This course examines the topics that make up this perspective, including using a single commodity to study the global economy; world system and other 1970s theories of the world economy; the moral relation between economy and society; articulations between rural households and the global economy; rural-urban relations in the global economy; the process of becoming a commodity; the anthropology of commodities; the commons debate; credit and debt; contracting and flexible accumulation; and the metrics and mobiles of globalization. Readings for the course come from the subfields of environmental anthropology, economic anthropology, the anthropology of development, and the anthropology of conservation. Three hours lecture/seminar. Carol Carpenter]

[**F&ES 878a, Anthropology of Climate Change** 3 credits. This is a seminar on the history of scholarly thinking on the relationship between climate and society, focusing on the social sciences in general and anthropology in particular. Its premise is that contemporary debates about climate change cannot be fully comprehended without knowledge of theorizing regarding climate and society that is as ancient as human civilization itself. The main sections are: (1) continuities from past to present; (2) the linkage between societal and environmental change; (3) human efforts to control climate; and (4) climate knowledge and its circulation. The main text is *The Anthropology of Climate Change* (Dove, ed., 2014, Wiley-Blackwell), written especially for this course. Two-hour lecture/seminar. Taught in alternate years. Michael R. Dove]

**F&ES 882a/ANTH 582a, The Black Box of Implementation: Households, Communities, Gender** 3 credits. The implementation of development projects has been described as existing in a “black box”: development and conservation policy (even participatory policy) is often not defined to inform effective implementation (Mosse 2004), and data on actual implementation is rarely incorporated into policy. This course examines the invisibility of implementation, and the common, mistaken assumptions about implementation targets (like households, communities, and gender) that take the place of absent data in policy. The course also makes an effort to use anthropology to shed light into this black box, to allow students to think more critically about the varied and dynamic social field in which project implementation occurs. Political and economic aspects of relations within households and communities, particularly gender relations, are examined in all of their complexity, variation, and dynamism. The real focus of the course, however, is not the contents of the black box, but the political and economic relations between households, communities, and gender, on the one hand, and the world of development and conservation, on the other. How do households and communities respond to the differential opportunities and restrictions that development and conservation introduce? What are the implications of the fact that those responses are often invisible to policy makers? Three hours lecture/seminar. Carol Carpenter

**F&ES 892a/ARCH 4021a, Introduction to Planning and Development** 3 credits. This course demonstrates the ways in which financial and political feasibility determine the design of buildings and the character of the built environment. Students propose projects and then adjust them to the conflicting interests of the financial institutions, real estate developers, civic organizations, community groups, public officials, and the widest variety of participants in the planning process. Subjects covered include housing, commercial development, zoning, historic preservation, parks and public open space, suburban subdivisions, planned communities, and comprehensive plans. Alexander Garvin

## HEALTH AND ENVIRONMENT

[**F&ES 727a, The Future of Food** 3 credits. This seminar explores significant challenges posed by the global food supply to environmental quality and human health. The primary obligation is a research paper, dissertation chapter, master’s project, or senior essay draft. We read critically 150–200 pages per week, and students should be prepared to discuss or present analyses. Challenges examined include fresh vs. processed foods, nutritional sufficiency and excess, radionuclides, pesticides, pharmaceuticals, fertilizers, animal feeds, plastics, flame retardants, flavors, fragrances, ingredient fraud, genetic

modification, waste, energy input and yield, locality, processing technologies, packaging, and carbon emissions. Corporate case histories are considered in a number of sessions. Private innovations in the production and management of food are analyzed, including trends in certification and labeling initiatives. Most sessions examine one or several foods. Examples include cow's milk, human milk, infant formula, grapes, wine, corn, bananas, tomatoes, salmon, cod, tuna, sodas, fruit juice, water, coffee, and olive oil. John P. Wargo]

**F&ES 736Eb, Environmental Ethics** 2 credits. Environmental issues are closely tied to ethical considerations such as the impacts on public health, future generations, less industrialized nations, and nonhuman entities. This course is designed to provide a broad overview of topics related to ethics and the environment including perspectives of environmental ethics (e.g., anthropocentrism), environmental justice, environmental economics, and climate change. The intersection of ethics and the environment could be studied from multiple disciplines such as philosophy, history, anthropology, medicine, or environmental science. All perspectives and backgrounds are welcome in this course. The purpose of this class is not to distinguish "right" from "wrong" but to encourage critical thinking and discussion on the ethical consequences of environmental decisions and to provide a better understanding of key topics on ethics and the environment. This course is conducted as a hybrid in-person/online class over a six-week period. Graded credit/fail. Michelle L. Bell

**F&ES 765b, Technological and Social Innovation in Global Food Systems** 1–3 credits. This course examines a range of solutions that address the impacts of agriculture, focusing primarily on the environment (air, soil, water, land use, climate change, biodiversity), although social justice and human health issues are also touched upon. Examined mitigation strategies include agro-ecosystem best management practices, new technologies, and supply chain relationships, among others. Lectures focus on specific case studies as much as possible. The course is divided into four modules, each focused on a single commodity that represents a different set of impacts and mitigation strategies: e.g., beef, aqua-cultured salmon, palm oil, and fresh-sold tomatoes. Brief contextual reference to the economic and social importance of each commodity is made at the beginning of each module. Students gain a significant appreciation for the mitigation strategy opportunities available in the production, processing, and distribution specific to an agricultural resource type. Gordon T. Geballe

**F&ES 889a, Environmental Risk Assessment (ERA)** 3 credits. This course focuses on fundamental aspects of risk, using environmental and health risks in the public and private sectors as its primary examples, and is designed to provide students with a broad understanding of the value of risk assessment and risk management (RA/RM) in the environmental engineering profession. Students learn how to identify potential hazards, quantify associated risks using probabilistic methods, and incorporate both probabilistic and deterministic results from environmental risk assessment (ERA) into the decision-making process after taking into consideration risk-to-risk trade-offs and societal, environmental, and economic consequences. Students learn how to apply methods and tools for qualitative and quantitative risk assessment (QLRA and QRA). Yehia Khalil

**F&ES 893b/EHS 511b, Applied Risk Assessment** 3 credits. This course introduces students to the nomenclature, concepts, and basic skills of quantitative risk assessment

(QRA). The goal is to provide an understanding necessary to read and critically evaluate QRA. Emphasis is on the intellectual and conceptual basis of risk assessment, particularly its dependence on toxicology and epidemiology, rather than its mathematical constructs and statistical models. Specific cases consider the use of risk assessment for setting occupational exposure limits, establishing community exposure limits, and quantifying the hazards of environmental exposures to chemicals in air and drinking water. Jonathan Borak, Cheryl Fields

**F&ES 896a/EHS 503a, Introduction to Toxicology** 3 credits. This course introduces students to the concepts and nomenclature of toxicology. Emphasis is placed on the absorption, distribution, metabolism, and elimination of foreign toxic materials. The goal is to provide a fundamental understanding of important toxicological principles and their relevance to the more general study of human health. The course utilizes case studies that require students to apply their knowledge of toxicologic concepts and processes to refine issues and solve problems in epidemiology and public health. The course includes two short papers and one student presentation that focus on the importance of general toxicological principles as applied to specific classes and types of toxicants and exposures. Jonathan Borak, Cheryl Fields

**F&ES 897b/EHS 508b, Assessing Exposures to Environmental Stressors** 3 credits. This course examines human exposure to environmental stressors as it applies to environmental epidemiology and risk assessment. Indirect and direct methods of assessing exposures are reviewed and case studies are presented. Brian P. Leaderer

[**F&ES 898a/EHS 585a, The Environment and Human Health** 3 credits. This course provides an overview of the critical relationships between the environment and human health. The class explores the interaction between health and different parts of the environmental system including air pollution, assessment of environmental exposures, environmental justice, and occupational health. Other topics include case studies of environmental health disasters, links between climate change and health, and integration of scientific evidence on environmental health. Students learn about current key topics in environmental health and how to critique and understand scientific studies. The course incorporates lectures and discussion. Enrollment limited to twenty-five. Michelle L. Bell]

**F&ES 899b, Sustainable Development in Post-Disaster Context: Haiti** 3 credits. Sustainable development is studied using the case of Haiti. Haiti suffers from chronic environmental disasters, most notably deforestation that leads to mudslides and therefore crop loss during the rainy season, and acute disasters, for example the earthquake of 2010. F&ES has been asked by L'Hôpital Albert Schweitzer in the Artibonite Valley (north of Port-au-Prince) to provide assistance to projects in villages surrounding the hospital. This course uses lectures, student presentations of scholarly work, project development, and field studies to explore our knowledge of sustainable development and to apply this knowledge. Enrollment limited to sixteen. Gordon T. Geballe, Gary Desir

#### INDUSTRIAL ECOLOGY, ENVIRONMENTAL PLANNING, AND TECHNOLOGY

**[F&ES 782a/ARCH 4216a, Globalization Space: International Infrastructure and Extrastatecraft** 3 credits. The course researches global infrastructure space as a medium

of polity. It considers networks of trade, energy, communication, transportation, spatial products, finance, management, and labor as well as new strains of political opportunity that reside within their spatial disposition. Case studies include free zones and automated ports around the world, satellite urbanism in South Asia, high-speed rail in Japan and the Middle East, agripoles in Southern Spain, fiber optic submarine cable and mobile telephony in East Africa, spatial products of tourism in the DPRK, and the standards and management platforms of ISO. Keller Easterling]

**F&ES 788b, Applied Urban Ecology** 3 credits. Ecology is being transformed from a field historically disengaged from the human built environment to one that can provide insight into the understanding, design, and management of the constructed world. Urban ecology is central in this transformation. Urban ecologists are expanding their focus from “ecology in cities,” where they studied urban flora and fauna, to the “ecology of cities,” where they study human-biological interactions while also increasing their attention to the complex interplay among people, society, and environment. This reorientation has also catalyzed action-oriented initiatives. This course examines the current developments in urban ecology and looks at the transformative role it can play in shaping and managing urban environments. To this end, we examine fundamental issues in theory and practice that challenge the current understanding of urban ecosystems and that question the relationship between science and action in urban ecology. We also look at limitations and opportunities for conducting urban ecological research as well as methods specific to urban sites. The course includes fieldwork augmented with an overview of current literature in urban ecology, focusing on issues relating to science, application, advocacy, and contemporary concepts of stewardship. The final project includes an urban ecological design proposal and supporting research paper. Alexander J. Felson

**[F&ES 881a, FT: Field Experience in Industrial Operations** 1 credit. A series of one-day field trips designed to expose students to the various aspects of industrial ecology. In previous years, students have visited waste management facilities, utility providers, product manufacturers, clean tech start-ups, and green consultancies in New England and the surrounding regions. The field trips allow students to gain a better understanding of the concepts and themes of industrial ecology (such as material and process flows, life-cycle assessment, and closed-loop systems) in the context of existing operations. Marian R. Chertow and members of the Industrial Environmental Management and Energy Special Interest Group]

**F&ES 883b, Advanced Industrial Ecology Seminar** 3 credits. This seminar examines in a small-course, interactive setting current integrative themes related to industrial ecology such as nexus issues related to energy/food/water/materials. A specific theme is chosen each year. Prerequisites: two completed industrial environmental management courses, related energy courses, or related business courses, and/or permission of the instructor. Thomas E. Graedel

**F&ES 884b/ENAS 645b, Industrial Ecology** 3 credits. Industrial ecology studies (1) the flows of materials and energy in industrial and consumer activities, (2) the effects of these flows on the environment, and (3) the influences of economic, political, regulatory, and social factors on the flow, use, and transformation of resources. The goals of the course are to define and describe industrial ecology; to demonstrate the relationships among

production, consumption, sustainability, and industrial ecology in diverse settings, from firms to cities to international trade flows; to show how industrial ecology serves as a framework for the consideration of environmental and sustainability-related aspects of science, technology, and policy; and to define and describe tools, applications, and implications of industrial ecology. Thomas E. Graedel

**F&ES 885b/ENAS 660b, Green Engineering and Sustainability** 3 credits. This hands-on course highlights the key approaches to advancing sustainability through engineering design. The class begins with discussions on sustainability, metrics, general design processes, and challenges to sustainability. The current approach to design, manufacturing, and disposal is discussed in the context of examples and case studies from various sectors. This provides a basis for what and how to consider when designing products, processes, and systems to contribute to furthering sustainability. The fundamental engineering design topics to be addressed include toxicity and benign alternatives, pollution prevention and source reduction, separations and disassembly, material and energy efficiencies and flows, systems analysis, biomimicry, and life cycle design, management, and analysis. Students tackle current engineering and product design challenges in a series of class exercises and a final design project. Enrollment limited to thirty-two. Julie B. Zimmerman

**F&ES 888a/ARCH 4226a, Ecological Urban Design** 3 credits. This course lays the groundwork for students from the School of Architecture and the School of Forestry & Environmental Studies to collaboratively explore and define ecologically driven urban design. The goal is to work as an interdisciplinary group to cultivate a perspective on the developing field of urban ecology and approaches to implementing urban ecological design. The transformation of urban ecology from a role in studying a system to studying and shaping urban ecosystems is a primary focus for the course. The course concentrates on the following questions: How do we define urban ecosystems? How do we combine science, design, and planning to shape and manage urban ecosystems? How do we implement effective and adaptable experimental and monitoring methods specific to urban sites and human subjects in order to conduct viable urban ecological research? The course uses the Earth Stewardship Initiative, a large land-planning project developed for the Ecological Society of America in Sacramento, Calif., to create a real-world project where interdisciplinary teams can work to combine ecological applications and design with the goal of shaping urban systems to improve the ecological, social, and infrastructural function of city components. Limited enrollment. Alexander J. Felson

**F&ES 894a, Green Building: Issues and Perspectives** 3 credits. Our built environment shapes the planet, our communities, and each of us. Green building seeks to minimize environmental impacts, strengthen the fabric of our cities and towns, and make our work and home lives more productive and fulfilling. This course is an applied course, exploring both the technical and the social-business-political aspects of buildings. Topics range from building science (hygrothermal performance of building enclosures) to indoor environmental quality; from product certifications to resilience (robust buildings and communities in the face of disasters and extended service outages). The purpose of this course is to build a solid background in the processes and issues related to green buildings, equipping students with practical knowledge about the built environment.

Extensive use is made of resources from BuildingGreen, Inc., one of the leading information companies supporting green building and green building professionals. The course is primarily a lecture-discussion one with some fieldwork, substantial emphasis on research and group project work, and online individual testing. The course is strengthened by several guest lectures by leading green building professionals from across the country and across many disciplines: from architecture to material science, from engineering to green building business. The class meets once a week, with the instructor available to students during that same day. Enrollment limited to twenty-four. Peter Yost

## F&ES UNDERGRADUATE COURSES

### *Ecology*

#### ECOSYSTEM ECOLOGY

[**F&ES 221/E&EB 230/EVST 221, Field Ecology** A field-based introduction to ecological research. Experimental and descriptive approaches, comparative analysis, and modeling are explored through field and small-group projects.]

#### WILDLIFE ECOLOGY AND CONSERVATION BIOLOGY

[**F&ES 315a/E&EB 115a, Conservation Biology** An introduction to the basic ecological and evolutionary principles underpinning efforts to conserve the earth's biodiversity. Efforts to halt the rapid increase in disappearance of both plants and animals. Discussion of sociological and economic issues. Jeffrey Powell]

[**F&ES 365a/E&EB 365a, Landscape Ecology** See F&ES 500a for description.]

[**F&ES 370a/E&EB 370a, Aquatic Ecology** See F&ES 738a for description.]

### *Physical Sciences*

#### ENVIRONMENTAL CHEMISTRY

**F&ES 261a/G&G 261a/EVST 404a, Minerals and Human Health** Study of the inter-relationships between Earth materials and processes and personal and public health. The transposition from the environment of the chemical elements essential for life. Prerequisite: one year of college-level chemistry or permission of the instructor; G&G 110 recommended. Ruth Blake

[**F&ES 307a/EVST 307a, Organic Pollutants in the Environment** See F&ES 706a for description.]

**F&ES 327a/ENVE 327a/G&G 327a, Atmospheric Chemistry** See F&ES 711a for description.

**F&ES 344b, Aquatic Chemistry** See F&ES 707b for description.

#### WATER RESOURCES

**[F&ES 367b/EVST 367b, Water Resources and Environmental Change** The effects of variations in the hydrologic cycle on the global distribution of freshwater. The role of environmental change in regulating freshwater supply and quality. The influences

of agriculture, industry, mining, urbanization, climate change, and energy-production alternatives on freshwater resources in the United States and abroad. James E. Saiers]

[**F&ES 440b/EVST 440b, Environmental Hydrology** See F&ES 714b for description.]

### *Quantitative and Research Methods*

[**F&ES 290a/EVST 290a, Geographic Information Systems** 3 credits. A practical introduction to the nature and use of both image-based (raster) and drawing-based (vector) geographic information systems (GIS) in environmental science and management. Applied techniques for the acquisition, creation, storage, management, visualization, animation, transformation, analysis, and synthesis of cartographic data in digital form. Two hours lecture, problem sets, one major class project. No previous experience required. Dana Tomlin]

[**F&ES 441a or b/EVST 441a or b/G&G 440a or b/MCDB 441a or b, Methods in Geomicrobiology** A laboratory-based course providing interdisciplinary practical training in geomicrobiological methods including microbial enrichment and cultivation techniques; light, epifluorescence, and electron microscopy; and molecular methods (DNA extraction, PCR, T-RFLP, FISH). Prerequisite: college-level chemistry. Ruth Blake]

**G&G 362b/ARCG 362b/EVST 362b, Observing Earth from Space** See F&ES 726b for description.

### *Social Sciences*

#### **ENVIRONMENTAL POLICY**

[**F&ES 245b/EVST 245b/PLSC 146b, International Environmental Policy and Governance** See F&ES 829b for description.]

[**F&ES 255b/EVST 255b/PLSC 215b, Environmental Politics and Law** Exploration of the politics, policy, and law associated with attempts to manage environmental quality and natural resources. Themes of democracy, liberty, power, property, equality, causation, and risk are examined. Case histories include air quality, water quality and quantity, pesticides and toxic substances, land use, agriculture and food, parks and protected area, and energy. John P. Wargo]

#### **SOCIAL AND POLITICAL ECOLOGY**

[**F&ES 285b/EVST 285b, Political Ecology: Nature, Culture, and Power** Study of the relationship between society and the environment. Global processes of environmental conservation, development, and conflicts over natural resource use; political-economic contexts of environmental change; ways in which understandings of nature are discursively bound up with notions of culture and identity. Amity Doolittle]

[**F&ES 384a/ANTH 382a/EVST 345a, Environmental Anthropology: From Historic Origins to Current Debates** This is an upper-division undergraduate seminar on the history of the anthropological study of the environment. It is organized around a number of key themes in the field, including the nature-culture dichotomy (questioning the dichotomy, the cultural-materialist tradition), ecology and social organization (early essays

by Mauss and Steward, beyond Steward, “natural” disasters), methodological debates (defense of swidden, natural science models, the bounded and balanced community), the politics of the environment (indigeneity, campaigns, and collaborations), and knowing the environment (sense of place, limits of knowledge). Each theme is examined through writings that are timely and theoretically important. Readings are grouped to stimulate critical thinking and in-depth discussion about anthropology and the environment. The core text for the course is *Environmental Anthropology* (Dove and Carpenter, eds., 2007, Wiley-Blackwell), written especially for this course. No prerequisites. Two hours lecture/seminar. Limited enrollment. Carol Carpenter/Michael R. Dove (alternate years)]

# **Centers and Programs at the School of Forestry & Environmental Studies**

Teaching, research, and outreach at the Yale School of Forestry & Environmental Studies are greatly enhanced by the centers and programs that have been initiated by faculty over the years. The centers and programs, each with a different concentration, are a key component of a student's learning experience. They allow students to gain hands-on clinical and research experience through funded student internships and projects, coordination of faculty research in areas of common interest, and creation of symposia, conferences, newsletters, and outreach programs.

Centers and programs are funded primarily through private foundations, nongovernmental organizations, state and federal agencies, international granting agencies, and private corporations. The nature and number of centers and programs evolve over time, reflecting faculty and student interest. Under the current organizational structure, each program falls under the umbrella of a center, which enables further collaboration and resource sharing.

## **YALE CENTER FOR ENVIRONMENTAL LAW & POLICY**

The Yale Center for Environmental Law & Policy, a joint undertaking with Yale Law School, seeks to incorporate fresh thinking, ethical awareness, and analytically rigorous decision-making tools into environmental law and policy. In addition to its research activities, the center aims to serve as a locus for connection and collaboration by all members of the Yale University community interested in environmental law and policy issues. The center supports a wide-ranging program of education, research, and outreach on local, regional, national, and global environmental issues. These efforts involve faculty, staff, and student collaboration and are aimed at shaping academic thinking and policy making in the public, private, and NGO sectors. One of the center's flagship products is the biennial Environmental Performance Index, which ranks countries on performance indicators tracked across policy categories covering both environmental public health and ecosystem vitality.

The center facilitates a joint-degree program in which master's students at the School of Forestry & Environmental Studies can additionally pursue a law degree from Yale Law School, Vermont Law School, or Pace Law School. Undertaken separately, these two degrees would take five years to complete. Together, students can earn both degrees in four years. The center provides research, educational, career development, and social opportunities for students enrolled in the joint program as well as others affiliated with the center.

For information on the Yale Center for Environmental Law & Policy, visit <http://envirocenter.yale.edu>.

## YALE CENTER FOR BUSINESS AND THE ENVIRONMENT

The Yale Center for Business and the Environment (CBEY) provides a platform for generating, incubating, and launching innovative action at the intersection of business and the environment. This includes building new connections, approaches, courses, areas for research, and other initiatives for the benefit of both students and those critical resources on which we all rely: energy, water, food, land, materials, and a range of other goods and services. To reach this goal, CBEY needs to be nimble and innovative, keeping pace with evolving markets and consumer/student interests. CBEY also needs to partner with a wide range of actors across Yale (students, faculty, staff) and in the professional world (alums, companies, NGOs, governments).

The center joins the strengths of two world-renowned graduate schools – the Yale School of Management (SOM) and the Yale School of Forestry & Environmental Studies (F&ES) – together with an extensive network of internal and external thought leaders at the business-environment interface. Professors, students, alumni, guest scholars, and affiliates of each school contribute to the center’s mission by studying and experimenting with innovative business approaches to the world’s most significant environmental issues. The center’s work covers finance, entrepreneurship, marketing, operations, and strategy on issues involving energy, water, carbon, food, natural areas, and society.

CBEY is home to the United States’ oldest joint-degree program in business and the environment, a nationally preeminent curriculum that addresses the twofold need for environmental leadership in business and skilled managers in environmental organizations. This three-year master’s program combines the M.B.A. from Yale SOM with one of four available degrees from F&ES.

The center’s activities include, but are not limited to:

- Providing support for the three-year joint M.B.A.-Environment degree program and advancing joint programs between F&ES and SOM
- Hosting speaker series and seminars on leadership in sustainability, entrepreneurship, ecosystem services, energy efficiency, and environmental economics
- Coordinating research fellowships or internships in corporate environmental management and strategy, renewable energy finance, and community-based marketing
- Developing case studies, new courses, and research publications
- Organizing an annual conservation finance camp for conservation professionals
- Sponsoring speaker series, workshops, grants, and prizes to support environmental entrepreneurship

Activities in each of these areas bring together students, faculty, staff, policy experts, and practitioners from a wide range of institutions around the world.

For more information about CBEY, visit <http://cbey.yale.edu>.

## CENTER FOR GREEN CHEMISTRY AND GREEN ENGINEERING AT YALE

The mission of the Center for Green Chemistry and Green Engineering at Yale is to advance sustainability by catalyzing the effectiveness of the Green Chemistry and Green Engineering community. Green Chemistry and Green Engineering represent the fundamental building blocks of sustainability. Working in these disciplines, chemists and engineers are creating the scientific and technological breakthroughs that will be crucial to the future success of the human economy.

The Center for Green Chemistry and Green Engineering at Yale works to stimulate and accelerate these advances. Guided by four core operating principles – (1) Insist on scientific and technical excellence and rigor, (2) Focus on generating solutions rather than characterizing problems, (3) Work with a diverse group of stakeholders, and (4) Share information and perspectives broadly – we seek to accomplish four key objectives:

- Advance the science
- Prepare the next generation
- Catalyze implementation
- Raise awareness

The center concentrates on five focus areas, outlined below.

**Research** The center supports and advances research in Green Chemistry and Green Engineering (GC&GE), a critical component to building the community, designing and discovering innovative solutions, and achieving a sustainable future. The center serves as a catalyst to both Yale and the greater GC&GE communities for discipline-specific and cross-disciplinary research collaborations focused on key areas of GC&GE within science, technology, and policy for sustainability.

**Policy and outreach** The center engages in policy, communication, and outreach initiatives that raise awareness of – and support for – GC&GE. In this dialogue the center engages with a wide network of stakeholders, including NGOs, industry, academia, and government, as well as local communities and the general public.

**Education** A robust educational program is an essential element of the center. Center activities are focused on educating undergraduate and graduate students in the principles and practice of GC&GE. The center also serves the wider academic community by providing opportunities for faculty training and by developing and disseminating GC&GE curriculum materials.

**International collaborations** GC&GE are rapidly spreading through both industrialized nations and the emerging economies. In all regions, the center engages with the network of scientists, engineers, policymakers, business people, and public health and environmental experts focused on sustainability science on behalf of the greater good.

**Industrial collaborations** GC&GE can only provide meaningful impact on the challenges of global sustainability when implemented on a large scale. For this reason, collaboration with industry is a key part of the center's work. Direct engagement creates a dialogue that informs industry of the latest research breakthroughs in the field of sustainable science

and technology. Likewise, such engagement informs academic researchers on industry's most important concerns. This dialogue facilitates a direct line for implementation of these innovations.

## CENTER FOR INDUSTRIAL ECOLOGY

The Center for Industrial Ecology (CIE) is dedicated to the development and promotion of research, teaching, and outreach in industrial ecology. The field is focused on the concept that an industrial system should be viewed not in isolation from its surrounding systems, but in concert with them. It is a systems approach that seeks to optimize the total resource cycle from the perspective of the environment and sustainability. Among the programs and goals of the center are the following:

- Conducting pathbreaking research in industrial ecology
- Hosting of visiting domestic and international scholars in industrial ecology
- Master's, doctoral, and postdoctoral study and research in industrial ecology

Major foci include (1) the Stocks and Flows Project, in which investigators are evaluating current and historical flows of specific materials, with an emphasis on metals, estimating the stocks available in different types of reservoirs, and evaluating the environmental implications; (2) the Industrial Symbiosis Project, in which multiyear research has been conducted, including examination of the environmental and economic rationale for intra-industry exchange of materials, water, and energy; (3) the Criticality Project, which aims to understand the supply, demand, and future prospects for the metals of the periodic table; (4) the Program on Industrial Ecology in Developing Countries, which adapts industrial ecology theory and practice to issues related to energy access, water quality and quantity, waste and material management, and global warming in industrializing countries with a current focus on a study of low-carbon and sustainable cities in China, India, and the United States; and (5) Extended Producer Responsibility (EPR) research, which analyzes the conceptual, political, and legal foundations of EPR, including investigation of how, when, and why local government units might adopt EPR, the conditions necessary for the implementation of individual producer responsibility, and governance of EPR systems.

### *Journal of Industrial Ecology*

CIE is home to a highly regarded international journal. Published by Wiley-Blackwell and owned by Yale University, the *Journal of Industrial Ecology* is a peer-reviewed, multidisciplinary bimonthly on industry and the environment that is aimed at both researchers and practitioners in academe, industry, government, and advocacy organizations. It is indexed in Science Citation Index Expanded (ISI), and it is the official journal of the International Society for Industrial Ecology. See <http://cie.research.yale.edu/about/journal-industrial-ecology>.

### *Industrial Environmental Management Program*

The Industrial Environmental Management (IEM) program at Yale aims to equip students with an integrated set of skills with which to tackle the complex, multifaceted environmental problems facing industrial and corporate managers. Within the master's

program, IEM students take foundations courses in natural science, social science, and quantitative methods, followed by courses in environmental policy and management. The core intellectual framework for IEM is the systems science of industrial ecology, which examines materials, water, and energy in a common framework. Students can pursue specialization and certification through the M.E.M. program in Industrial Ecology and Green Design as of 2015.

An active Industrial Environmental Management and Energy Student Interest Group sponsors field trips to industrial sites, on-campus talks by visiting managers, and symposia on current topics of interest. In addition, each year the IEM Lecture Series hosts speakers from industry who give presentations and meet with students.

### *Program on Solid Waste Policy*

The program has two principal goals: (1) to inform contemporary policy discussions about solid waste and materials management by applying the methods and findings of social and environmental science and industrial ecology; and (2) to develop workable policy solutions that address the impediments to safe, cost-effective solid waste management and the complexities of comprehensive materials and life-cycle management.

## HIXON CENTER FOR URBAN ECOLOGY

The Hixon Center for Urban Ecology provides an interdisciplinary forum for scholars and practitioners to work collaboratively on integrated research, teaching, and outreach to improve our understanding and management of urban environmental resources within the United States and around the globe.

The ecological health and integrity of urban ecosystems have a profound impact on urban economic productivity and quality of life. Pioneering research, new theoretical understanding, and innovative practice will be required to provide the knowledge and tools necessary to foster healthy natural systems essential for the future well-being of the modern city. This need has never been greater than today, when a majority of the world's population either resides in or is rapidly migrating to urban areas.

To accomplish its mission, the center builds upon and strengthens the work of several programs at the School, including the Urban Resources Initiative and the Urban Watershed Program.

The Hixon Center has a strong focus on collaboration within the School, across the University, and beyond. The center sponsors lectures as a means to disseminate ideas and information concerning the critical issues confronting urban ecosystems and related research.

The Hixon Center also supports Yale faculty initiatives focused on building models of stormwater management to optimize sustainability and resilience, and initiatives that build from observational to experimental research around vegetation, urban green spaces, and people. In addition, the center supports student fellowships based upon their research proposal's connection to current Hixon Center research, the outreach potential of that research, and its relevance to the continued study of urban ecology. The center will continue to build the urban environmental focus at Yale while strengthening the School's urban dimension, creating new models and approaches for addressing urban environmental changes.

## *Yale Program on Strategies for the Future of Conservation*

The purpose of the Yale Program on Strategies for the Future of Conservation is to support the efforts of the Maine Coast Heritage Trust, the Land Trust Alliance, and similar private organizations to develop and apply new, innovative strategies for land conservation by linking the convening, research, and teaching activities at the Yale School of Forestry & Environmental Studies ever more closely to the needs of the land conservation community.

Established by a gift from Forrest Berkley and Marcie Tyre, the program has two parts:

- Sponsoring student internships and research projects (through the Berkley Conservation Scholars program), to bring the passion, experience, and creativity of Yale graduate students to bear on these issues; and
- Convening workshops and other conversations across sectors and perspectives in the search for new approaches to expanding the resources applied to land conservation in the United States.

Berkley Conservation Scholars are students of high potential who receive funding for their research and professional experiences at the cutting edge of land conservation. Support is available during both the school year and the summer, creating a virtual “R&D Department” for the U.S. land conservation community. Berkley Conservation Scholars play a critical role in helping to bring together practitioners and academics in the search for new conservation tools.

The Program on Strategies for the Future of Conservation is a major extension of F&ES’s continuing efforts to enhance the effectiveness of land conservation. Working with an advisory group of land conservation leaders, the program hosts workshops, training programs, and other activities around the themes of engaging new communities in conservation; expanding the conservation toolkit; and ensuring the permanence of conservation gains.

## *Urban Resources Initiative*

The Urban Resources Initiative (URI) is a not-for-profit/university partnership dedicated to community participation in urban ecosystem management. A substantial body of learning suggests that sustainable urban ecosystem management depends on the meaningful participation of local residents. Those who know local conditions and whose daily actions influence the health and quality of urban ecosystems must play a central role in designing and implementing rehabilitation strategies. Sustainable natural resource management and conservation cannot be achieved by technical, scientific solutions alone. Conservation efforts, especially in urban areas where people represent a significant element of the ecosystem, must emphasize social revitalization alongside environmental restoration.

Yale’s URI program draws on these essential elements to facilitate community participation in urban ecosystem management. “Community” is defined quite broadly: it includes the group of neighborhood leaders with whom interns work to restore abandoned lands near their homes. Community is a group of teens who are learning how to assess the tree canopy of their city. Community is the staff and leadership of city agencies

who have the responsibility and resources to become the environmental stewards of their city. URI's approach responds to and engages all of these communities.

URI offers a number of clinical learning opportunities that allow F&ES students to gain real-world practice in their field. Listening to local concerns and developing environmental programs in cooperation with schools, neighborhood groups, and city agencies are the cornerstones of our work. Through these programs F&ES students can apply theory learned in the classroom with supervised clinical training to enrich their academic work while making a real contribution to the New Haven community. These programs include the Community Greenspace program, Green Skills, environmental education/job training program, research opportunities, and training in urban forestry practices.

**Community Greenspace** Each summer F&ES students work as community foresters as part of the Community Greenspace program, a citywide initiative to revitalize New Haven's neighborhoods by restoring vacant lots, planting trees along streets and in parks, remediating lead from soil in front yards, and building community. Each intern works with community groups to develop restoration goals and to design an implementation strategy for the summer. The interns help neighbors conduct an inventory of existing trees, select and prepare sites for new plantings, and plant perennials, shrubs, and trees.

The Greenspace program is an opportunity for Yale students to learn urban forestry practices. Neighbors initiate the process by identifying their environmental priorities in their community. URI looks to the local experts – the people who live in inner-city neighborhoods – as partners in defining and then assessing, designing, implementing, and sustaining urban restoration sites.

**Environmental education** Since 1991 URI education interns have taught hands-on environmental education programs to New Haven public school students. For many years, URI staff and interns worked directly within the New Haven school system, teaching thousands of elementary school students about environmental stewardship through the exploration of the city's open spaces. During the 2009–2010 academic year, the City of New Haven officially incorporated the pond and rivers units from URI's Open Spaces as Learning Places curriculum into the district's science curriculum. Now, students in every sixth-grade classroom have the opportunity to learn about watersheds as they canoe New Haven's rivers and explore local ponds.

URI's newest environmental education program, GreenSkills, creates opportunities for teens to learn about New Haven's tree canopy and to gain practical job skills. Launched in 2007, our GreenSkills program creates an opportunity to address a critical predicament – a growing deficit in New Haven's street tree canopy that can be countered by a career development program bringing together Yale and high school interns. In 2010 the GreenSkills program was expanded to include adults recently released from incarceration, as well as those recovering from drug addiction. Our goals are to improve New Haven's street tree canopy by engaging vulnerable adults and urban high school students in the planting effort, thereby providing them with job skills and mentoring opportunities in environmental careers, and to foster a sense of environmental stewardship.

**Research** URI activities provide valuable research opportunities in community organizing and development, urban forestry management, environmental education and

monitoring, and evaluation of community-managed ecosystems. Some examples of student research activities are a community survey to determine human health impacts of vacant lands; measurement of biological communities found in Greenspace sites and abandoned lots; and measurement of how children's behavior at play is affected by the design of schoolyards. URI and partners at the U.S.D.A. Forest Service, and the University of Vermont Spatial Analysis Laboratory have carried out a satellite imagery analysis of New Haven's tree canopy cover. This analysis served as a basis for the City of New Haven's Mayor launching an aggressive tree-planting campaign. Most recently, student-led research is studying how community group dynamics affect urban street-tree survival.

### *Urban Watershed Program*

The Urban Watershed Program promotes faculty and student research on the unique relationships, impacts, and demands of watersheds in urban areas.

Watersheds in urban areas encounter unique stresses, while sharing common characteristics and following natural laws of all water systems. Urban watersheds are often polluted, heavily engineered, and little understood by nearby residents. Stream courses are often transferred to pipes running underground. Population density exacerbates stresses on waterways.

As cities emerge from a period when they ignored their rivers and harbors, new relationships are being developed with adjacent waterways. Past practices that marginalized waterscapes from the urban environment are being reevaluated. Now, with more attention to urban environmental quality, there is a greater understanding of the vital role waterways play as sources of open space, transportation, recreation, and habitat.

The Urban Watershed initiative currently has two major activities. One is a study of an urban ecosystem restoration project situated in an urban park. For nearly a century, flow in the West River, on the New Haven–West Haven border, has been regulated by tide gates that allow the outward flow of fresh water, but restrict flushing by seawater. These restrictions are being replaced by self-regulating tide gates, which close only in the rare event of potentially hazardous storm surges. As a result, the current degraded tidal freshwater marsh will evolve into a healthier salt marsh, the ecosystem type that existed there in the past. This restoration is being monitored, using a nearby, gated marsh that will not be restored. Monitored parameters are water quality, hydrology, vegetation, fish populations, bird communities, and the attitudes, values, and recreational and stewardship behaviors of people who use the park. This before-after-control-impact (BACI) experiment is almost unprecedented at this scale. Real-time data can be viewed at [www.sieconet.com/public/WebUI/Default.aspx?hidCustomerID=205](http://www.sieconet.com/public/WebUI/Default.aspx?hidCustomerID=205).

The second project involves experiments on flood-control structures being built at a housing development in Bridgeport. A decades-old residential area near the harbor has experienced chronic flooding because of poor drainage. Working with the homeowners' association, the city, and the state, Professor Alexander Felson is comparing the effectiveness of a range of structural measures designed to channel and treat the polluted runoff.

## TROPICAL RESOURCES INSTITUTE

The mission of the Tropical Resources Institute (TRI) is to support interdisciplinary student research on the most complex challenges confronting the conservation and management of tropical environments worldwide. TRI was created in 1983 to strengthen the School's involvement in the study and management of tropical resources. The institute recognizes that the problems surrounding the conservation and management of tropical resources are rapidly increasing in complexity, while demands on those resources continue to grow. Emerging structures of global environmental governance and local conflicts over land use require new strategies and leaders able to function across diversity of disciplines and sectors, and at multiple scales. TRI seeks to train students to be leaders in this new era, equipping them with the resources and tools this new generation will require to equitably address the challenges ahead.

TRI serves as the nexus within F&ES through which students conduct interdisciplinary research and outreach activities throughout the tropics. Within the broader Yale community, TRI serves as a clearinghouse for research and educational activities pertaining to tropical countries, societies, and environments.

TRI is run by a director, student program assistants, and a faculty steering committee. Its directorship and its student grant program are supported by its own endowments.

**Research** TRI administers the TRI Fellowship, an endowed fellowship program that supports several dozen master's and doctoral students conducting natural and social science research in the tropics each year. Following the mission of TRI, these research projects are typically interdisciplinary and problem-oriented and cover a wide range of issues concerning the management and conservation of tropical resources. TRI also administers a small grants program focused on Sri Lanka. More information on both programs can be found on the Web site: <http://environment.yale.edu/tri>.

**Education** Throughout the academic year, TRI sponsors workshops, discussions, and speakers that focus on timely conservation and development issues in the global tropics.

TRI provides mentoring and training to graduate students in research design, proposal writing, and field methods; after research, it helps them develop articles for *Tropical Resources*, TRI's annual journal of student research.

**Outreach** TRI supports partnerships with international organizations in many tropical regions in order to create innovative research opportunities for F&ES students. TRI works to build networks among scholars and international institutions to facilitate research and the dissemination of knowledge on tropical resource issues. TRI distributes its annual *Bulletin* to an international list of practitioners and academics, and it hosts a Web site, <http://environment.yale.edu/tri>.

**Publications** TRI publishes *Tropical Resources: The Bulletin of the Tropical Resources Institute*, an annual journal of student research funded by grants from TRI. This publication is disseminated both internationally and domestically to a list that includes practitioners, academics, and institutions that focus on tropical issues; it can also be read online at <http://environment.yale.edu/tri/publications>. The *Bulletin* typically contains articles by a dozen or more students based on a wide range of field research experiences.

## FORUM ON RELIGION AND ECOLOGY AT YALE

The Forum on Religion and Ecology at Yale is the largest international multireligious project of its kind. With its conferences, publications, and Web site (<http://fore.research.yale.edu>), it is engaged in exploring religious worldviews, texts, and ethics in order to broaden understanding of the complex nature of current environmental concerns. The forum recognizes that religions need to be in dialogue with other disciplines (e.g., science, economics, and policy) in seeking comprehensive solutions to both global and local environmental problems. The cofounders and codirectors of the forum and the series editors for the World Religions and Ecology series are John Grim and Mary Evelyn Tucker.

The forum arose from a series of ten conferences on the world's religions and ecology held at Harvard from 1996 to 1998, which resulted in ten volumes distributed by Harvard University Press. Several of these volumes have been translated into other languages, including Chinese.

One of the principal objectives of the Forum on Religion and Ecology was to help create a new field of study that will assist environmental policy. Since its creation, the forum has played an active role in promoting the study of religion and ecology as an emerging field of study and a force for transformation. Courses are now taught at colleges and high schools across North America and in some universities in Europe. Canada, Australia, and Europe now have their own forums on religion and ecology. Moreover, a new force of religious environmentalism is growing in churches, synagogues, temples, and mosques around the world. Now every major religion has statements on the importance of ecological protection, and hundreds of grassroots projects have emerged. The Forum on Religion and Ecology has played an active role in these developments. The work of the forum includes:

**Joint master's degree program at Yale** The Yale School of Forestry & Environmental Studies (F&ES) and Yale Divinity School (YDS) offer a joint master's degree program in religion and ecology—the first of its kind in North America. It is aimed at students who wish to integrate the study of environmental issues and religious communities in their professional careers and at those who wish to study the cultural and ethical dimensions of environmental problems. The joint degree is supported by co-appointed faculty and by the forum.

This degree program provides an opportunity to study in two independent schools at Yale University, each with its own integrity. Students work toward both a Master of Environmental Management (M.E.M.) degree at F&ES and either a Master of Arts in Religion (M.A.R.) or Master of Divinity (M.Div.) degree at YDS. Within these schools, they are encouraged to take courses in environmental ethics and in religion and ecology. Students have the opportunity to work with faculty in both schools, as well as with a number of co-appointed faculty members.

**Publications** The forum has helped to create a new field of research and teaching in religion and ecology that has implications for environmental policy.

- The forum, with its scholarly network, published the ten-volume World Religions and Ecology series from Harvard.
- In 2014 the forum published the book *Ecology and Religion*, by John Grim and Mary Evelyn Tucker, in an F&ES series from Island Press.

- The forum has supported the first journal in the field, *Worldviews: Global Religions, Culture, and Ecology*.
- It produced a *Daedalus* volume, *Religion and Ecology: Can the Climate Change?*, which was the first discussion of world religions and the ethics of climate change.
- The forum's founders have also served as editors for the twenty-volume *Ecology and Justice* series from Orbis Books.
- The encyclopedia *The Spirit of Sustainability* (Berkshire Publishers, 2009), edited by Willis Jenkins of the University of Virginia and Whitney Bauman of Florida International University, was also a project of the forum.
- Tucker and Grim have also edited a number of volumes by the late cultural historian Thomas Berry: *The Sacred Universe* (Columbia University Press, 2009), *The Christian Future and the Fate of Earth* (Orbis Books, 2009), *Evening Thoughts* (Sierra Club Books, 2006), and *The Great Work* (Random House, 1999).

**Conferences** The forum has organized many conferences, including “Renewing Hope: Pathways of Grassroots Religious Environmentalism” (F&ES and YDS, 2007), the Forum on Religion and Ecology’s 10th Anniversary Symposium (Yale Club of New York, 2008), and the Thomas Berry Memorial (Cathedral of St. John the Divine, New York, 2009). The forum cosponsored the conference “Environmental Dis/locations: Environmental Justice and Climate Change” (F&ES & YDS, 2010) and organized an interdisciplinary conference for the premiere of the film *Journey of the Universe* at F&ES (2011). It has also assisted in organizing the Thomas Berry Award and Lecture since 1998. The forum organized with TERI University an interdisciplinary workshop focused on the Yamuna River and held in Delhi and Vrindavan in north India (2011). In 2012 the forum organized a conference between F&ES and YDS titled “Religion and Environmental Stewardship.”

In addition, the forum participates in interdisciplinary conferences worldwide, including conferences with the United Nations Environment Programme (UNEP); United Nations Educational, Scientific and Cultural Organization (UNESCO); the International Union for Conservation of Nature (IUCN); the Dialogue of Civilizations; the Earth Dialogues led by Gorbachev; the Earth Charter; the Religion, Science, and the Environment Symposia, led by the Greek Orthodox Patriarch, Bartholomew; and the Parliament of World Religions.

**Web site** The forum’s Web site is a world-class international site for research, education, engagement, and outreach in the field of religion and ecology. It contains detailed information on the world’s religions and their ecological contributions; resources that address environmental issues related to ethics, economics, policy, and ecological sciences; syllabi and lists of educational videos and CD-ROMs; links to programs and institutions related to environmental education; and a variety of other resources for educators. The site provides current information on news, publications, and events related to world religions and ecology. This is available in a monthly online newsletter that is distributed to some 12,000 people. See <http://fore.research.yale.edu>.

**Films** The forum was a principal adviser for the film *Renewal: Inspiring Stories from America’s Religious Environmental Movement* (2007), and it collaborated with evolutionary philosopher Brian Swimme on the Emmy Award-winning film *Journey of the Universe* (2011), which was broadcast on PBS. The latter project includes a book published by Yale

University Press, a twenty-part DVD series of interviews, curricular materials, and a Web site, [www.journeyoftheuniverse.org](http://www.journeyoftheuniverse.org).

## THE ENVIRONMENTAL LEADERSHIP AND TRAINING INITIATIVE

In April 2006 the Environmental Leadership and Training Initiative (ELTI) – <http://environment.yale.edu/elti> – was launched, thanks to a generous grant from the Arcadia Fund. For the execution of the project, F&ES has partnered with the Smithsonian Tropical Research Institute (STRI) in Panama and the National University of Singapore (NUS). ELTI's mission is to enhance environmental management and leadership capacity in the tropics by offering cutting-edge learning and networking opportunities aimed at improving efforts to conserve and restore tropical forests in human-modified landscapes. Through complementary, applied, action-oriented training and leadership-building activities, ELTI aims to promote and affect on-the-ground conservation and restoration efforts.

ELTI was created to strengthen the conservation and restoration of tropical forests in Asia and the Neotropics by offering field-based and online training courses, as well as workshops, conferences, and symposia, to policy makers, natural resource practitioners, community members, and other key actors in these regions. Focus countries with long-term field-based training and research programs include Brazil, Colombia, Indonesia, Panama, and the Philippines. The goal is to provide participants with the knowledge, tools, skills, and networking opportunities to advance the conservation and restoration of forests and biodiversity. Alumni of ELTI's training events also are able to participate in ELTI's Leadership Program, which provides opportunities for further professional and personal development, as well as technical and logistical support to implement projects designed as a result of their participation in ELTI's training events. ELTI involves faculty, staff, and students from F&ES and research scientists from STRI in various aspects of the program, as well as scientists, practitioners, and land managers in the countries where ELTI works.

## THE GLOBAL INSTITUTE OF SUSTAINABLE FORESTRY

Since its founding in 1900, the Yale School of Forestry & Environmental Studies has been in the forefront in developing a science-based approach to forest management and in training leaders to face their generation's challenges to sustaining forests.

The School's Global Institute of Sustainable Forestry continues this tradition in its mission to integrate and strengthen the School's forestry research, education, and outreach to address the needs of the twenty-first century and a globalized environment. The Global Institute fosters leadership through dialogue and innovative programs, creates and tests new tools and methods, and conducts research to support sustainable forest management worldwide.

Forestry at Yale is broadly defined to include all aspects of forest management and conservation. The Global Institute works primarily through faculty-led programs and partnerships with other Yale centers and forestry institutions in the United States and abroad. Students participate as research assistants, interns, and School Forests field crew;

are encouraged to take on high levels of leadership in planning activities and events; and regularly contribute to published documents that emerge from program activities.

The Global Institute coordinates the School's participation in regional, national, and international forestry events such as the Society of American Foresters' and IUFRO (International Union of Forest Research Organizations) Conferences and the World Forestry Congresses and coordinates activities with other institutions throughout the world.

**Research** Through its research programs, the Global Institute brings world-class scholarship to bear on the challenges facing the world's forests. Programs represent the diverse interests and expertise of the F&ES faculty, who conduct applied research in both ecological and social dimensions of forests and forestry.

**Yale Forest Forum (YFF)** The Yale Forest Forum (YFF) serves as the dialogue and convening function of the Global Institute of Sustainable Forestry. YFF was established in 1994 by a diverse group of leaders in forestry to focus national attention on broader public involvement in forest policy and management in the United States. In an attempt to articulate and communicate a common vision of forest management to diverse stakeholders, the first initiative of YFF was to convene the Seventh American Forest Congress (SAFC). After a series of local roundtables, the SAFC culminated in a 1,500-person citizens' congress in Washington, D.C. The principles discussed during the congress remain part of YFF's core philosophy of how forest policy discussions should take place: "collaboratively, based on the widest possible involvement of stakeholders."

YFF's activities are centered on bringing individuals together for open public dialogues to share experiences, explore emerging issues, and debate varying opinions constructively. In that light YFF sponsors many issues forums and leadership seminars throughout the academic year. YFF forums and seminars not only focus on emerging issues in forest management, they also give students exposure to leaders in the NGO, industry, landowner, and government sectors in forest conservation and sustainable forestry. They provide an opportunity for diverse parties to meet and exchange ideas and have led to ongoing dialogue concerning forestry problems and solutions. YFF publishes the *YFF Review* to disseminate to a wide audience the outcomes and lessons learned from its work.

**Midcareer short courses** The Global Institute offers short courses that bring the latest thinking on sustainable forestry management to working professionals. Courses range from executive level for management professionals to field-based courses for forestry practitioners.

**Global Forest Atlas** The Global Forest Atlas is a Web site that brings together issues facing forests in the twenty-first century: forest management, deforestation, land use, governance, and conservation. Launched in 2014, the Global Forest Atlas highlights the two largest tropical forest regions of the world, the Amazon basin and the Congo basin. Introducing forest issues in these regions, the forest atlas describes the scientific foundation, trends, and breaking news and research in the region, including research and advocacy of Yale F&ES researchers, students, and graduates. The Global Forest Atlas plans to expand coverage of forest issues to both the temperate and the boreal forest regions of the world.

## *Governance, Environment, and Markets Initiative*

The Governance, Environment, and Markets (GEM) Initiative is an action-oriented network of scholars and practitioners who collaborate on the study, development, and implementation of effective, durable, and equitable solutions to complex problems in environmental policy and governance. The GEM Initiative provides Yale students an opportunity to work as researchers and assist in the coordination and delivery of worldwide activities that address three cross-cutting themes: the management of complex governance arrangements; the fostering of learning among multiple stakeholders; and the determinants of effective, durable policy pathways.

Embracing a future of multiparty collaboration, GEM's research, teaching, and outreach activities bridge scholarship and practice and encourage long-term and collaborative approaches to some of the most important questions facing the planet, including forest policy and governance, climate policy, and the role of private governance. GEM identifies and promotes viable pathways for government officials, the private sector, environmental groups, and other stakeholders to effect positive change in environmental governance.

The GEM Initiative accomplishes this objective through a “governing for global environmental problems” approach in which innovative governance/policy proposals are assessed by their ability to develop enduring solutions to global environmental challenges. In order to uncover new opportunities, we focus on understanding and disseminating knowledge about:

- Interactions among government and market mechanisms that produce innovative, effective, and efficient results that are not achieved through single interventions or institutions;
- The evolution of policies and institutions that foster durable results.

Under the faculty direction of Professor Benjamin Cashore, GEM is located on the fourth floor of Sage Hall and focuses on four key themes:

**Forest Policy and Governance** The mission of the Yale Program on Forest Policy and Governance is to foster innovations in sustainable forestry management and policy. It is a core program within the Global Institute of Sustainable Forestry at F&ES. The program focuses on three interrelated efforts: (1) research designed to understand the development of state and non-state forest policies and their impacts on sustainable forestry; (2) teaching and training on forest governance and policy; and (3) outreach activities to the broader forestry community. The program hosts visiting speakers at Yale and participates in key certification and sustainable forest-policy conferences globally.

**Private Authority and Environmental Governance** This program focuses on the emergence and evolution of “non-state, market-driven” global governance, particularly certification systems. The use of these systems to address environmental problems has the potential to shift the prevailing regulatory paradigm. Our work explores under what circumstances market mechanisms, such as certification systems, effectively address problems where governments have failed. We focus on several sectors, including timber legality verification and forest certification, fisheries and the ornamental fish trade, organic agriculture, climate mitigation, and electronic waste recycling.

**Climate Policy and Governance** GEM's substantive focus on climate departs from existing international relations research, which focuses primarily on why states do or do not cooperate in exploring policy interventions outside of this model. GEM applies key mechanisms to assess climate in three ways: (1) How climate, as the leading case of a “super wicked problem,” might benefit from attention to “path-dependency” policy analysis; (2) How symbiotic interaction among intergovernmental approaches, such as the CDM mechanisms, might interact with non-state, market-driven global governance, such as the CDM gold standard certification, to produce authoritative approaches in ways that neither intervention by itself could; and (3) How the intersection of climate and forests might shape the definition of problems and solutions unimaginable a generation earlier.

**Law, Rights, and Environmental Governance** Numerous jurisdictions have developed new procedural and substantive environmental rights and have sought to provide enhanced access to decision making, information, and justice in environmental matters. Private rights also continue to play an important role in how environmental issues and problems are addressed in different jurisdictions. These rights raise critical issues about the role of legal norms in different systems, modes, and levels of environmental governance.

GEM's Program on Law, Rights, and Environmental Governance seeks to understand and explain the implications of law and rights for efforts to improve environmental governance at the local, national, and international levels. The program aims to generate innovative interdisciplinary knowledge that assesses the emergence, spread, and effectiveness of rights norms across political, institutional, and social contexts, processes, and actors. It also seeks to share this analytical research with practitioners and policymakers working at the intersection of law, rights, and environmental governance.

### *The Forests Dialogue*

The Forests Dialogue (TFD) was created in 1998 to provide international leaders in the forest sector with an ongoing, multi-stakeholder dialogue (MSD) platform and process focused on developing mutual trust, a shared understanding, and collaborative solutions to challenges in achieving sustainable forest management and forest conservation around the world. TFD is an autonomous, unincorporated organization hosted by Yale University and with a Secretariat based at F&ES since 2000.

The goal of TFD is to reduce conflict among stakeholders over the use and protection of vital forest resources. Over the past sixteen years, TFD has brought together more than 2,500 diverse leaders to work through sixteen key compelling forest issues. Current TFD initiatives include: Understanding Deforestation-Free (UDF) commitments, Intensively Managed Planted Forests II (IMPF2), and Land Use Dialogues (LUD). TFD uses the MSD model to progress from building trust among participants to achieving substantive, tangible outcomes so that participants are committed to advocate for and work to implement those consensus-based outcomes.

TFD is governed by a steering committee composed of a diverse group of individuals representing key stakeholder perspectives from around the world. TFD hires F&ES students as program associates each term to work with the Secretariat and steering

committee members. Duties include background research, Secretariat support, dialogue planning, and implementation.

### *Program on Forest Physiology and Biotechnology*

The Program on Forest Physiology and Biotechnology (PFPB), under the leadership of Professor Graeme Berlyn, focuses primarily on the relationships of physiology, morphology, ecology, and genetics of forest plants to silviculture, sustainable forestry, forest carbon, and climate change. The main objectives of the biotechnology initiative are to analyze ecosystem impacts of biotechnology from biological, technical, and cultural perspectives; to evaluate strategies to minimize possible deleterious effects in these several dimensions; and to organize forums for discussion of the role of genetic techniques in forest health and forest tree improvement in ways that do not represent biological hazard to the future forests of the world. The use of genetically modified trees for restoration, increased forest productivity, disease resistance, carbon sequestration, and removal of pollutants are also prime considerations.

Current work involves developing organic biostimulants for trees and other plants using stress vitamins, amino acids, and antioxidants, which inhibit pathogenesis and increase the natural resistance of the plant using chemical signaling to stimulate the production of protective compounds and protective tissues. Efforts are under way to improve the antioxidant systems (superoxide dismutase, ascorbic acid, glutathione, nitric oxide) in tree leaves in order to alleviate stress and carbon sequestration. Elevational and latitudinal gradients are used as natural experiments to study the effects of stress, such as climate change, on forest growth using leaf and stem functional traits.

The program is located in Marsh Hall, but the program's research involves many arctic, alpine, boreal, temperate, and tropical biomes. There are numerous opportunities for students to be involved with the research.

### *Program on Landscape Management*

Ecosystems can be defined at a variety of scales – a stand, a landscape, a region, a continent. At all scales, they are dynamic, constantly changing from one condition to another. Ecosystems contain forests and other resources that interact both competitively and synergistically. Managing ecosystems requires an understanding and appreciation of the biological, social, and economic dynamics of ecosystems.

Experience in forest management has shown that managing at small scales is difficult, because many different values need to be provided. Consequently, diverse conditions need to be coordinated across the landscape. This is the basis of the landscape approach to forest and other resource management.

The Program on Landscape Management works cooperatively with other organizations throughout the world. It develops the scientific basis, concepts, and tools needed to help people provide a wide range of resource values, including commodities, wildlife habitat, fire safety, employment, and carbon sequestration.

The program applies local knowledge, science, and technical tools to achieve practical results. Recent and ongoing projects include developing a sustained harvest level for Connecticut state forests; mitigating the fire danger in the irradiated forests around the Chernobyl nuclear reactor, Ukraine; developing ways to increase habitats for the

Amur (Siberian) tiger in northeastern China; developing a decision tool for conversion between agriculture and forest land in Mississippi; developing land stewardship practices in the High Plains of Wyoming; examining the potential of expanded wood use to substitute for steel and brick construction, and thus reduce greenhouse gas emissions and fossil fuel consumption; and developing computer software (see <http://landscapemanagementsystem.org>).

The Program on Landscape Management is housed in Greeley Laboratory. Students have a range of opportunities to work with the program, from technical development of the modeling software to field data collection and synthesis.

### *Sustaining Family Forests Initiative*

The Sustaining Family Forests Initiative (SFFI) is a collaboration among the School of Forestry & Environmental Studies, the U.S. Forest Service, and the Center for Nonprofit Strategies, aimed at gaining and disseminating comprehensive knowledge about family forest owners throughout the United States. SFFI conducts research on U.S. family forest owners and has developed a practical set of tools to help conservation and forestry professionals reach these landowners with effective stewardship messages and to develop programs that serve the needs and values of the landowners. The basis of SFFI's work is to apply a social marketing approach – the use of commercial marketing techniques to affect positive social change – as a promising means by which to influence family forest owners to take steps to conserve and sustainably manage their land. Since 2010 SFFI has trained more than five hundred natural resource professionals in landowner outreach. These professionals work in eighteen states and represent more than two hundred organizations, primarily state forestry agencies and their conservation and stewardship partners. More information about SFFI is available at <http://sffi.yale.edu>.

### *Yale School Forests*

The Yale School of Forestry & Environmental Studies owns and manages 10,900 acres of forestland in Connecticut, New Hampshire, and Vermont. Maintained as working forests deriving income from timber and other products, the Yale School Forests provide educational, research, and professional opportunities for the students and faculty of the School; they are used as a laboratory for teaching, management, and research.

## PARTNERSHIPS

The School of Forestry & Environmental Studies is a multidisciplinary learning center with tremendous resources, both within and outside the School. The School is engaged in partnerships that range from alliances with other Yale programs and schools to formal agreements with many external organizations and universities. These relationships enrich the School and add important dimensions to the F&ES learning experience.

### *Within Yale*

Students of the School of Forestry & Environmental Studies often take advantage of the faculty and resources of other schools and departments within the Yale system. F&ES has several types of arrangements that enable students to fully benefit from the University.

The School has joint-degree agreements with the School of Architecture, Divinity School, Law School, School of Management, School of Public Health, and Graduate School of Arts and Sciences. For further information on joint degrees, please refer to Joint Master's Degree Programs in the chapter Master's Degree Programs, and to Combined Doctoral Degree in the chapter Doctoral Degree Program.

The School has also cultivated relationships with key faculty members of other divisions of the University who have research and teaching interests that overlap with the School's foci. These faculty hail from the schools of Architecture, Engineering & Applied Science, Management, and Medicine, as well as the departments of Geology and Geophysics, Ecology and Evolutionary Biology, Economics, and Anthropology, among others. For a full list of the faculty with joint appointments, see Secondary Appointments.

#### **YALE INSTITUTE FOR BIOSPHERIC STUDIES**

Established in May 1990, the Yale Institute for Biospheric Studies (YIBS) serves as a key convener for Yale University's research and training efforts in the environmental sciences. YIBS is committed to the teaching of environmental studies to future generations and provides physical and intellectual centers and programs for research and education that address fundamental questions that will inform the ability to generate solutions to the biosphere's most critical environmental problems. There are currently three YIBS programs: Program in Spatial Biodiversity Science and Conservation; Program in Eco-Evolutionary Interactions; and Program in Phosphorus Analysis. The YIBS Environmental Analytics Core Facilities include the Center for Earth Observation, the Earth System Center for Stable Isotopic Studies, and the Molecular Systematics and Conservation Genetics Laboratory. YIBS also provides master's and doctoral student research support through various small-grant initiatives and a doctoral dissertation-enhancement grant program. For full information on YIBS and its associated programs and centers, see <http://yibs.yale.edu>.

#### **YALE PEABODY MUSEUM OF NATURAL HISTORY**

The Yale Peabody Museum of Natural History, founded in 1866, contains one of the great scientific collections in North America. Numbering more than thirteen million objects and specimens, the collections are used for exhibition and for research by scholars throughout the world. Each year, an increasing number of specimens from the collection are available online at <http://peabody.yale.edu>.

The mission of the Peabody Museum is to advance understanding of Earth's history through geological, biological, and anthropological research, and by communicating the results of this research to the widest possible audience through publication, exhibition, and educational programs.

Fundamental to this mission is stewardship of the museum's collections, which provide a remarkable record of the history of Earth, its life, and its cultures. Conservation, augmentation, and use of these collections become increasingly urgent as modern threats to the diversity of life and culture continue to intensify.

The museum's collections are a major component of the research and teaching activities of the Peabody and Yale. The curators and staff are engaged in contributing new knowledge based on the museum's research materials. All collections are used in undergraduate and graduate teaching and research, as well as in public programs and

exhibitions. The Yale Peabody Museum fills many important roles on the Yale University campus, particularly as it has expanded its role in the community and the region, thereby offering a “front door” to the University for the general public.

In 1995, a formal collaboration was established among the Peabody Museum, the Yale Institute for Biospheric Studies, and the School of Forestry & Environmental Studies. This environmental partnership recognizes the Peabody Museum as a resource and catalyst for interdisciplinary research on Earth’s history and environment, and seeks to strengthen the intellectual ties between the museum and other groups with a shared interest in environmental research at Yale. The School of Forestry & Environmental Studies maintains a close association with the Peabody. Among other activities involving F&ES faculty, staff, and students, the Peabody Field Station in Guilford, Connecticut, is used collaboratively for research on coastal and estuarine systems.

**Coastal Field Station** A research facility is available to students and faculty of the School of Forestry & Environmental Studies at the Peabody Museum Field Station on Long Island Sound in Guilford. The station is a thirteen-mile drive east of Yale and provides centrally located access to one of the country’s most important estuaries. The station includes a boat ramp, deep-water moorings, and a small boat. There is also a simple laboratory within the field station building, Beattie House. Nearby research lands available to F&ES students include an island (Horse Island), coastal pond (Guilford Pond), and salt marsh complex (the Richards Property). Along with the field station, these are all part of the Center for Field Ecology, sponsored by the Yale Institute for Biospheric Studies.

### *External Partnerships*

The School of Forestry & Environmental Studies has partnership agreements with numerous local, national, and international organizations beyond the Yale campus. The following are a few examples of these arrangements.

#### NATIONAL UNIVERSITY OF SINGAPORE

The National University of Singapore is a top research university with a far-reaching faculty and a multinational student body. The university offers a Master of Science in Environmental Management that provides environmental management education for senior and mid-level managers in corporations, institutions, and government and non-governmental organizations. This program is multidisciplinary, with the combined resources of seven of the university’s faculties, and also draws on the expertise of established environmental agencies and institutions both locally and globally.

In 2001 the Yale School of Forestry & Environmental Studies entered into an official agreement with the National University of Singapore School of Design and Environment to share scientific, academic, and technical resources; exchange faculty and students; and cooperate in research, outreach, and conferences. There is an active faculty exchange and a joint research program examining industrial ecology and urban metabolism in Singapore.

#### NEW YORK BOTANICAL GARDEN

The School of Forestry & Environmental Studies has enjoyed a reciprocal relationship with the Graduate Studies Program at the New York Botanical Garden for many years. Begun in 1896, the Botanical Garden program currently enrolls about a dozen students

who are carrying out studies in systematic and economic botany and applied plant ecology at field sites around the world. The program's expertise spans the spectrum of both systematic and economic botany. It is operated in conjunction with several other academic institutions, including the Yale School of Forestry & Environmental Studies.

The resources of the New York Botanical Garden include one of the largest botanical libraries in the world, an herbarium and 10,000 species of living plants housed in several greenhouses, as well as an electron microscope, environmental chambers, and instrumentation for radiobiological, biochemical, anatomical, molecular, phytochemical, chemosystematic, numerical taxonomy, and vegetational studies. The School of Forestry & Environmental Studies offers a combined doctoral degree with the New York Botanical Garden, which is funded by the Lewis B. Cullman Fellowship. NYBG faculty teach courses at F&ES in tropical plant taxonomy, applied plant ecology, and ethnobotany.

#### **THE ENERGY AND RESOURCES INSTITUTE**

The Energy and Resources Institute (TERI), a not-for-profit organization in New Delhi, India, was founded in 1974. Over the years, TERI has expanded from its initial purpose of documentation and information dissemination to become a dynamic and flexible organization with a global vision and a local focus. Thirty years ago, the institute initiated research projects in the fields of energy, environment, and sustainable development. Today, TERI is an internationally recognized center for research and outreach, and this reputation is rapidly being enhanced by the educational opportunities offered by TERI University.

The School of Forestry & Environmental Studies entered into an official agreement with TERI in 2001, whereby each organization agreed to support the other's faculty and student activities, thus expanding the resources of both learning institutions while fostering international relationships.

#### **EXTERNAL JOINT-DEGREE PROGRAMS**

The Yale School of Forestry & Environmental Studies also has joint-degree agreements with the Pace University School of Law, the Vermont Law School, Tsinghua University School of Environment, and Universidad de los Andes. Further information on these programs is available through the Office of Admissions.

# Admissions: Master's Degree Programs

The School of Forestry & Environmental Studies offers four two-year master's degrees: the professionally oriented Master of Environmental Management (M.E.M.) and Master of Forestry (M.F.), and the research-oriented Master of Environmental Science (M.E.Sc.) and Master of Forest Science (M.F.S.). For individuals with seven or more years of professional experience related to the environment or forestry, a one-year midcareer option is available for the Master of Environmental Management and Master of Forestry degrees.

## LEARNING ABOUT F&ES

The best way to learn about the School is to visit New Haven before submitting an application. Two on-campus open houses for prospective students will be held in the fall (October 30 and December 4, 2015), and an open house for admitted students will be held on April 7–8, 2016. Participants will meet faculty, students, and staff to become familiar with the mission and goals, degree requirements and courses, opportunities for research and applied projects, career development, and life at Yale. F&ES faculty and staff also conduct outreach events around the United States and abroad, including attending graduate school fairs, hosting off-campus information sessions, and visiting schools and universities. To learn whether a representative will be coming to your area, please visit the admissions event schedule at <http://environment.yale.edu/admissions>.

The Office of Admissions offers a formal campus visit program throughout the year, and we encourage prospective students to visit during one of these events for the most comprehensive view of F&ES. Individual appointments are also available based on staff availability. Please note that it is best to visit Monday through Thursday, as few classes are held on Fridays, which are generally reserved for field trips and research. Weekend visits are not available. Visitors are welcome to sit in on classes of interest with no advance notice; the class schedule each term is posted at <http://environment.yale.edu/courses>. Feel free to contact directly any faculty member whose work is of interest to you; e-mail is best. We do not conduct formal interviews. To schedule a visit, please contact us at [fesinfo@yale.edu](mailto:fesinfo@yale.edu).

The Admissions Web site, <http://environment.yale.edu/admissions>, has extensive information about the School. Should you have additional questions, we are pleased to correspond with you by e-mail, or you may schedule a telephone conversation with our Admissions staff. The Admissions office can be reached by e-mail at [fesinfo@yale.edu](mailto:fesinfo@yale.edu) or telephone at 800.825.0330.

## APPLICATION PROCEDURES

The application form for admission to the F&ES professional and research master's degrees (M.E.M., M.E.Sc., M.F., or M.F.S.) may be acquired online at <https://apply.environment.yale.edu/apply>. This form includes complete instructions for the application requirements.

Questions concerning admission or the application process should be directed to [fesinfo@yale.edu](mailto:fesinfo@yale.edu), or 800.825.0330.

Admissions to F&ES is for a fall-term only start date. The priority deadline for master's application consideration is December 15. Completed individual admissions files submitted by midnight EST on this date are guaranteed to receive a review by the Admissions Committee. Application materials may be submitted after this date until mid-January, but there is no guarantee that they will be acted upon this year. Therefore we encourage serious applicants to submit all required items to the Office of Admissions prior to the December 15 deadline.

Previous applicants planning to reapply to F&ES must submit a new application form and current application fee, an updated résumé/curriculum vitae, and transcripts depicting all academic work not included in the previous application. We also recommend that applicants consider submitting an updated personal statement. Admissions records including application forms and supplemental materials are held for two years by the Office of Admissions. Provided reapplication occurs within two admissions cycles, all required materials previously submitted to the Office of Admissions will be incorporated into the new application as requested. Documents submitted prior to the admissions cycle for a fall 2014 entry are no longer available.

## PREPARATION FOR ADMISSION

The School welcomes individuals from a variety of undergraduate backgrounds including the biological and physical sciences, engineering, social sciences, mathematics, humanities, or interdisciplinary programs. A disciplinary focus with some interdisciplinary breadth is valuable. Introductory course work in the biological and physical sciences, the social sciences, and college mathematics allows students to take greater advantage of courses at the graduate level. Students with adequate undergraduate breadth also have better access to graduate course offerings in other professional schools and departments of the University.

Experience has demonstrated the special value of a short list of selected courses that provide a good foundation for all master's programs in the School. Therefore the Admissions Committee favors applicants who have successfully completed a combination of the courses listed below prior to beginning a degree program at the School. For this reason, it is highly recommended that applicants have at least (a) two college courses in mathematics, (b) two college courses in the biological sciences, (c) two college courses in the physical sciences, and (d) two college courses in the social sciences.

The specific courses listed under each distribution area are judged to be most suitable for helping students gain the maximum benefit from Yale course offerings. Students wishing to fulfill these recommendations can take courses at any accredited institution and must have been awarded a final grade of C or better (courses taken pass/fail do not count in this review). Advanced Placement (AP) and International Baccalaureate (IB) courses are not considered during our transcript review process. Courses listed below can serve as a guide; however, this list is not comprehensive.

1. College mathematics – two courses selected from:
  - a. calculus
  - b. statistics
  - c. linear algebra
  - d. discrete mathematics

2. Biological science – two courses selected from:
  - a. evolutionary biology c. botany
  - b. ecology d. zoology
3. Physical science – two courses selected from:
  - a. general chemistry c. geology/earth science
  - b. general physics d. hydrology/soil science
4. Social science – two courses selected from:
  - a. anthropology c. political science
  - b. economics (micro and macro) d. sociology

## APPLICATION REQUIREMENTS

Candidates for admission must hold a four-year baccalaureate degree or an equivalent international degree, and are required to provide the following materials:

1. A completed online application form.
2. A résumé/curriculum vitae. Indicate full- or part-time for each job/internship/volunteer position.
3. A personal statement discussing career plans and the reasons for applying to F&ES (600-word maximum).
4. One transcript or mark sheet from each college and/or university attended. Official transcripts are not required; however, all transcripts submitted must include the applicant's name and institution (not to be added by the applicant).
  - Applicants who have completed a degree outside of the United States or Canada are strongly encouraged to submit a transcript evaluation. If submitting a transcript evaluation, applicants should use EducationUSA advisers (<https://www.educationusa.info/centers.php>), World Education Services ([www.wes.org](http://www.wes.org)), or Educational Credential Evaluators ([www.ece.org](http://www.ece.org)) for course-by-course or ICAP evaluation of all transcripts (undergraduate and graduate). Those who secure WES or ECE evaluations should submit their official transcripts directly to WES or ECE, not to the Office of Admissions. An additional copy of the transcript beyond the official evaluation is not required. Evaluations must be received in the Office of Admissions by the December 15 deadline for an application to be considered complete. The applicant is strongly encouraged to begin this process early, as evaluations can take more than a month to complete.
  - Admitted students submitting transcripts and degree certificates from Chinese universities must arrange for a verification report of their university transcript with the China Academic Degrees and Graduate Education Development Center (CDGDC; [www.cdgdc.edu.cn](http://www.cdgdc.edu.cn)). Do not request your verification report from the CDGDC until your degree has been awarded. Verification reports should only be sent after accepting an offer of admission. The report must be mailed directly to the Office of Admissions by the CDGDC, rather than by the admitted student or any third party. Any transcript not mailed by the CDGDC will not be considered as a final official transcript.
5. Three letters of reference (academic and/or professional). Submission of the recommendation form and a one- to two-page letter is expected. Please note that

we are unable to accept any additional recommendations beyond the required three. It is strongly recommended that the applicant submit at least one academic letter of reference.

6. An official GRE, GMAT, or LSAT score report. Applicants must complete the exam by the December 15 deadline. We only accept LSAT scores for those applicants currently applying to the joint law programs with Pace, Vermont, or Yale Law Schools. If submitting LSAT scores, please contact the Office of Admissions for instructions. We do not accept unofficial copies of score reports or other test formats such as MCAT or MAT.
7. An official TOEFL or IELTS score report if English is not a native or customary language of instruction (copies will not be accepted). Applicants must achieve at least a 100 on the iBT version of the TOEFL or a 7.0 on the IELTS examination (minimum of 6.5 in each section) to be given full consideration for admission.
8. The \$80 application fee.
9. If applying to the M.E.Sc. or M.F.S. program, please be sure to include a list of three potential advisers on the application form. Please also attach as an addendum to the personal statement a short paragraph for each of the listed advisers describing why you would like them to serve as your adviser on your intended research. Please be sure to link your research interests with theirs to help connect how they may be able to best advise you on your project.
10. An optional supplemental statement on your “Contribution to the F&ES Community” (no more than 300 words). The Yale F&ES mission includes commitments to “build a truly global school of the environment” and “find strength in our collegiality, diversity, independence.” How do your life experiences/background enhance F&ES’s commitment to a diverse set of perspectives and to training individuals in an increasingly varied society?

Note: Additional documents beyond those listed above will not be reviewed and may be discarded at the end of the admissions cycle.

All application materials should be uploaded to the electronic application form. Materials cannot be returned, copied, or forwarded to third parties.

All applicants must hold a bachelor's-level degree and demonstrate satisfactory academic achievement, but there are no arbitrary standards or cutoffs for test scores or grade-point averages, with the exception of English language ability (TOEFL and IELTS). Letters of reference from individuals who can evaluate the applicant's scholarship, professional activities, leadership skills, and career goals are especially valuable. Letters from undergraduate professors and/or professional supervisors are preferred. The School looks for students capable of making effective contributions to scientific knowledge or to professional service in addressing environmental problems. Special weight is given to relevant experiences obtained subsequent to graduation from college. Clarity regarding professional career goals is a critically important part of the applicant's personal statement. Faculty review teams read the applications submitted to the master's degree programs. Final admissions decisions rest on an integrated assessment of the components described above.

When taking the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT), applicants should indicate the School's Institution Code Number 3996 or 3TJ-WT-45; no department code is necessary. Applicants taking the Law School Admissions Test (LSAT) must contact the Office of Admissions for special instructions. For further information, please visit the following Web sites: [www.ets.org/gre](http://www.ets.org/gre), [www.mba.com](http://www.mba.com), or [www.lsac.org](http://www.lsac.org). Official GRE and GMAT test results will be sent directly to the School by the testing services and generally arrive two to three weeks after the examination date. Please plan ahead so that you are able to take the exam by the December 15, 2015, application deadline.

## **ENGLISH AS A SECOND LANGUAGE TRAINING REQUIREMENT**

Applicants for whom English is not a native or customary language of university instruction must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). We require a minimum TOEFL score of 100 on the Internet test. A minimum overall score of band 7.0 is required for the IELTS, with a minimum of 6.5 in each section. Please note that we will only accept the iBT version of the TOEFL examination. When taking either test, applicants should indicate the School's Institution Code Number 3996; no department code is necessary. Additional information about TOEFL can be found at [www.ets.org/toefl](http://www.ets.org/toefl). Information about IELTS can be found at [www.ielts.org](http://www.ielts.org). Official test results will be sent directly to the School by the testing service and generally take two to three weeks to arrive.

Applicants who are required to submit the TOEFL or IELTS must also submit a supplemental essay (300 words maximum) detailing all educational, research, and/or work and internship experience related to the English language. The Admissions Committee may follow up with a phone interview to assist in determining English proficiency. As a condition of acceptance, it may be required that applicants for whom English is a second language, whose undergraduate degree work has not been conducted in English, or whose application suggests such a need, complete a six-week instructional program in written and spoken English conducted by Yale Summer Session. More information will be provided to those students who may qualify for this requirement.

# Admissions: Doctoral Degree Program

The doctoral program is designed to develop the broad knowledge, analytical powers, technical skills, and creative thinking demanded of leaders in environmental and natural resources disciplines. Applicants should hold a bachelor's or master's degree in a field related to their intended program of study as expressed in the application.

## APPLICATION PROCEDURES

The Doctor of Philosophy (Ph.D.) degree is administered jointly by the School of Forestry & Environmental Studies and the Yale Graduate School of Arts and Sciences.

Applications for the Ph.D. program can be obtained from the Web site of the Yale Graduate School of Arts and Sciences at [www.yale.edu/graduateschool/admissions](http://www.yale.edu/graduateschool/admissions). The application deadline for the Ph.D. program is January 2, 2016. Doctoral education involves a close pairing between the student and a faculty adviser. Before applying to the doctoral program, applicants must identify and contact one or two faculty members who would serve as their major adviser if accepted to the program.

The Graduate Record Examination (GRE) general test is required of all applicants. For more information on the GRE, visit the Web site, [www.ets.org/gre](http://www.ets.org/gre).

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. This requirement is waived only for applicants who, prior to matriculation at Yale, will have received a baccalaureate degree or its international equivalent from a college or university where English is the primary language of instruction. If you do not qualify for a waiver but have taken the TOEFL within the past two years, you will need to have your TOEFL scores released to the Yale Graduate School of Arts and Sciences (code 3987). The International English Language Testing System (IELTS) may be substituted for the TOEFL. For more information and the latest updates on the TOEFL and IELTS, visit the Web sites at [www.ets.org/toefl](http://www.ets.org/toefl) and [www.ielts.org](http://www.ielts.org).

# Tuition, Fees, and Other Expenses

## TUITION AND FEES, 2015–2016

### *Master's Programs*

The 2015–2016 tuition for master's degrees (M.E.M., M.F.S., M.E.Sc., and M.F.) is \$38,185. Tuition for special students is based on the number of courses taken. The School reserves the right to revise tuition as it deems appropriate. Tuition does not include hospitalization/specialty insurance as required by the University, or materials fees charged by other schools and departments in the University.

Two-year master's students must pay full tuition for two years, regardless of the number of courses taken.

For 2015–2016, a single student should also anticipate estimated expenses of \$500 for books and supplies; \$1,500 for transportation, \$2,176 for hospitalization/specialty insurance; living expenses of \$14,400 for room, board, and personal expenses for the nine-month academic year; \$330 for the Student Activity Fee; and \$90 for the Student IT Fee.

### *Doctor of Philosophy Program*

The 2015–2016 tuition for the Ph.D. program is \$38,700. Most doctoral students receive a School fellowship that covers the cost of their tuition and provides a twelve-month stipend for the first five years of their program. In 2015–2016 the stipend is \$29,000. Doctoral students must pay a nominal continuing registration fee for no more than three years thereafter. In 2015–2016 the continuing registration fee is \$1,080.

For 2015–2016, a single student can expect living expenses of approximately \$28,274 for twelve months.

## REGISTRATION

All students in the master's programs must register for courses using the online registration system (available at [www.yale.edu/sis](http://www.yale.edu/sis)) within the normal shopping period. The shopping period is the first two weeks of classes for the fall and spring terms (see academic calendar). A penalty of \$35 will be charged for any changes made to a student's course registration after the Add/Drop period.

International students are required to complete a nonacademic registration at the Office of International Students and Scholars prior to their regular academic registration.

## TUITION FEES FOR SPECIAL STUDENTS

The tuition charge for special students is 25 percent of tuition for one course, 50 percent for two courses, 75 percent for three courses, and full tuition for four or more courses for each term of attendance.

## **CONTINUOUS REGISTRATION**

Master's degree students who wish to pursue their research through a six-month or one-year internship are permitted to do so and are considered enrolled on a full-time basis (student is entitled to continue membership in Yale Health and defer student loans). Upon return, the student will register as a full-time student and pay tuition for the period needed to complete his/her degree requirements. Students may not register for regular course work, or work as a teaching assistant, while on continuous registration status. The fee for continuous registration is \$1,750 per term. Students are permitted to be on continuous registration for a maximum of two terms.

## **TUITION DEPOSIT**

Upon acceptance of admission, a deposit of \$500 payable directly to the Yale School of Forestry & Environmental Studies is required to hold a place in the entering class. If a decision is made not to matriculate, the deposit will not be refunded.

## **TUITION REBATE AND FINANCIAL AID REFUND POLICY**

On the basis of the federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the rebate and refund of tuition are subject to the following policy.

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the School of Forestry & Environmental Studies for any reason during the first 60 percent of the term will be subject to a pro rata schedule that will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2015–2016, the last days for refunding federal student aid funds will be November 3, 2015, in the fall term and April 1, 2016, in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid:
  - a. 100 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term: September 11, 2015, in the fall term and January 28, 2016, in the spring term.
  - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term: September 26, 2015, in the fall term and February 12, 2016, in the spring term.
  - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm: October 20, 2015, in the fall term and March 7, 2016, in the spring term.
  - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.

3. The death of a student shall cancel charges for tuition as of the date of death, and the bursar will adjust the tuition on a pro rata basis.
4. If the student has received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations; namely, first to Federal Direct Unsubsidized Loans, if any; then to Federal Perkins Loans; Federal Direct Graduate PLUS Loans; next to any other federal, state, private, or institutional scholarships and loans; and, finally, any remaining balance to the student.
5. Recipients of federal and/or institutional loans who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive instructions on completing this process from Yale Student Financial Services.

## STUDENT ACCOUNTS AND BILLS

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The telephone number is 203.432.2700, or visit [www.yale.edu/sfs/contactus](http://www.yale.edu/sfs/contactus).

### *Bills*

Yale University's official means of communicating monthly financial account statements is through the University's Internet-based system for electronic billing and payment, Yale University eBill-ePay. Yale does not mail paper bills.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Time on the first business day of the following month. E-mail notifications that the account statement is available on the University eBill-ePay Web site ([www.yale.edu/sis/ebep](http://www.yale.edu/sis/ebep)) are sent to all students at their official Yale e-mail addresses and to all student-designated authorized payers. From the eBill-ePay Web site, students can designate up to three authorized payers to access the eBill-ePay system in order to view the monthly student account statements and make online payments.

Bills for tuition, room, and board are available during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose late fees of \$125 per month (up to a total of \$375 per term) if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student's involuntary withdrawal from the University.

No degrees will be conferred and no transcripts will be furnished until all bills due the University are paid in full. In addition, transcripts will not be furnished to any student or former student who is in default on the payment of a student loan.

The University may withhold registration and certain University privileges from students who have not paid their term bills or made satisfactory payment arrangements by the day of registration. To avoid delay at registration, students must ensure that payments reach Student Financial Services by the due dates.

## *Payments*

There are a variety of options offered for making payments. Yale University eBill-ePay ([www.yale.edu/sis/ebep](http://www.yale.edu/sis/ebep)) is the *preferred* means for payment of your monthly student account bill. The ePayments are immediately posted to the student account. There is no charge to use this service. Bank information is password-protected and secure, and a printable confirmation receipt is available. On bill due dates, payments using the eBill-ePay system can be made up to 4 p.m. Eastern Time in order to avoid late fees.

For those who choose to pay the student account bill by check, remittance advice with mailing instructions is available on the eBill-ePay Web site. All bills must be paid in U.S. currency. Checks must be payable in U.S. dollars drawn on a U.S. bank. Payments can also be made via wire transfer. Instructions for wire transfer are available on the eBill-ePay Web site.

Yale does *not* accept credit card payments.

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a payment is rejected:

1. If the payment was for a term bill, a \$125 late fee will be charged for the period the bill was unpaid.
2. If the payment was for a term bill to permit registration, the student's registration may be revoked.
3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

## *Yale Payment Plan*

The Yale Payment Plan (YPP) is a payment service that allows students and their families to pay tuition, room, and board in ten equal monthly installments throughout the year based on individual family budget requirements. It is administered by the University's Office of Student Financial Services. The cost to enroll in the YPP is \$100 per contract. The deadline for enrollment is June 25. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 1" from the Main Menu. Details concerning the Yale Payment Plan are available at [www.fc.campusoncall.com/ypp/intro.asp](http://www.fc.campusoncall.com/ypp/intro.asp).

## **MASTER'S FINANCIAL AID, 2015–2016**

### *Policies and Procedures*

All students must apply for financial aid in order to be considered for an F&ES scholarship. Since financial aid awards are based primarily on financial need, information about student finances that is not available in the application for admission is required. F&ES is need-blind. Therefore, applying for financial aid and having financial need in no way affect the decision to offer admission.

The deadline for prospective students to apply for financial aid is February 15. If that deadline is missed, the student will not be considered for financial aid. This can be a costly oversight, as what is received in the second year is generally the same as what is received in the first year. The deadline for current students to apply for financial aid is April 15.

If a student is a U.S. citizen or permanent resident, two forms must be submitted, the F&ES Financial Aid Application for Domestic Students and the Free Application for Federal Student Aid (FAFSA). If a student is an international student, only one form must be submitted, the F&ES Financial Aid Application for International Students. Students must reapply for financial aid for the second year, although the amount of F&ES scholarship will most likely remain the same as in the first year.

F&ES scholarships, work study, and federal loans (Direct Stafford and Direct Grad PLUS) are available to U.S. citizens and permanent residents. F&ES scholarships, work study, and Yale International Loans are available to international students.

The primary factor in determining the amount of an F&ES scholarship is financial need as determined by the review of the student's (and spouse's, if applicable) income and assets and any third-party funding that the student expects to receive. Merit is a secondary factor.

Students are considered to be financially independent of their parents. Therefore, information about parent income and assets is not required. Students have the option of providing that information, however, which may yield a higher scholarship award. Under no circumstances will it yield a lower scholarship award. On the other hand, students must report any direct financial support that they expect to receive from their parents, such as money for tuition or rent.

Approximately four-fifths of F&ES students receive scholarships in any given year from an annual scholarship budget of approximately \$4.5 million.

### SATISFACTORY ACADEMIC PROGRESS

To be eligible for financial aid, a student must be making Satisfactory Academic Progress (SAP) in the degree program. Financial aid includes all federal student aid funds (Federal Direct Stafford Loan, Federal Direct Grad PLUS Loan, Federal Perkins Loan, and/or Federal Work Study) as well as institutional funds. For a complete explanation of the F&ES SAP policy, please see the F&ES Student Handbook, chapter Rules & Regulations, section Academic Regulations and Policies.

### LESS THAN HALF-TIME ENROLLMENT, INCLUDING CONTINUOUS REGISTRATION

Students enrolled less than half-time (i.e., for less than 6 credits in a term) and students who are not actively working toward a degree, such as those in continuous registration status, are not eligible for financial aid from F&ES. Furthermore, financial aid awards are based on an assumption of full-time enrollment and will be revised proportionately should a student choose to enroll less than full-time. Students considering enrolling less than full-time should first consult with the assistant dean of student services and director of financial aid to understand the academic and financial consequences, respectively, of that decision.

### JOINT-DEGREE STUDENTS

In most joint-degree programs, a student splits his or her time between the two schools, spending one and one-half years at each school for a total program length of three years.

Each school at Yale is financially independent, which means that the financial aid award a student receives at one school is not transferrable to the joint school. The

joint-degree student should follow the financial aid application procedures of the school to which the student will be paying tuition. If the student is paying tuition at F&ES, the student should apply for financial aid through F&ES. If the student is paying tuition at the joint school, the student should apply for financial aid through that school.

If the joint-degree student is applying for admission to two schools simultaneously, the student should apply for financial aid at both schools, also simultaneously.

## FIFTH-YEAR STUDENTS

During their senior year at Yale College, students may apply for admission to the F&ES Fifth Year program. These students sometimes defer their enrollment in the F&ES master's program for a year of outside volunteer work or employment. To be considered for financial aid for their enrollment at F&ES, these students must submit their financial aid application materials by the February 15 deadline prior to their matriculation into the program. This could mean that the student submits the financial aid application materials during his or her deferral or "gap" year. It is the student's responsibility to submit all documents by the February 15 deadline.

## SCHOLARSHIPS

Most of the School's scholarship budget is funded by private donors. Scholarship recipients are automatically considered for all named scholarships. The named scholarships listed below are *not* in addition to any generic scholarship a student receives in his or her financial aid award notification but may be matched to a scholarship recipient once the student matriculates.

The School is delighted to recognize the generosity of the donors who have helped make the following scholarships possible:

Jonah Meadows Adels Memorial Scholarship  
Anne Armstrong-Colaccino Scholarship  
Bataua Scholarship  
Beinecke/FES Scholarship  
Flora and John Berbee Scholarship Fund  
Berkley Scholarship  
Jabe Blumenthal Scholarship  
George Brett Memorial Fund  
Broad Arrow Scholarship  
Nelson C. Brown (B.A. 1906, M.F. 1908) Scholarship  
Sara Shallenberger Brown Scholarship  
Coleman P. Burke Scholarship  
Leland H. Burt ('30 B.S.) Endowed Scholarship  
Philip Laurance Buttrick (M.F. 1911) Scholarship  
Paul Douglas Camp Memorial Scholarship  
Leonard G. Carpenter (B.A. 1924) Scholarship  
Class of 1980 Scholarship  
Class of 2015 Scholarship  
Trammell S. Crow (1974) Scholarship  
Crown Zellerbach Foundation Fund

Abigail Disney and Pierre Hauser Scholarship  
Strachan and Vivian Donnelley Scholarship  
Michael P. Dowling Scholarship  
Enid Storm Dwyer Scholarship  
Environmental Scholars Fund  
Frederick V. Ernst (1960) Gift Fund  
Boyd Evison Scholarship Fund  
Howell L. Ferguson Scholarship  
F&ES Alumni Association Board Scholarship  
Forestry YAF Scholarship Fund  
Edith and Johannes Frondt Scholarship  
Gonzalez Family Scholarship  
James Lippincott Goodwin (B.A. 1905, M.F. 1910)  
Charles W. Goodyear Memorial Fund  
John S. Griswold (B.A. 1937) Scholarship  
Leah Hair Scholarship  
H. Stuart Harrison (B.A. 1932) Fellowship  
Vira I. Heinz Endowment Scholarship  
John and Catha Hesse Fund  
Adelaide Hixon Scholarship  
Joseph Hixon FES Scholarship  
Jacqueline C. and John P. Hullar Scholarship  
Jesse D. Johnson Scholarship  
Stephen and Betty Kahn Scholarship  
Peggy King Memorial Scholarship  
Marvin Klemme (M.F. 1935) Fellowship  
Carl W. Knobloch, Jr. Fellowship  
Kroon Environmental Studies Scholarship  
Fred Krupp Scholarship in Environmental Studies  
Charles Chacey Kuehn (M.F. 1934) Fund  
Robert H. Kuehn, Jr. '64 B.A., '68 M.U.S., '68 M.Arch. Scholarship  
Leadership Scholars Fund  
John A. MacLean '27S Scholarship  
Alan N. Mann (1908) Memorial Fellowship  
Margaret K. McCarthy and Robert Worth Scholarship  
Dorothy S. McCluskey Scholarship  
Thomas McHenry Scholarship  
Preston R. Miller Jr. '71 F&ES Scholarship  
Arthur N. Milliken Scholarship  
Gordon and Betty Moore Foundation Fellowship  
Mary P. Moran Scholarship  
John M. Musser Fellowship  
Caroline P. Niemczyk Scholarship  
Carl F. Norden Family Scholarship  
Obernauer Family Scholarship

Gilman Ordway (B.A. 1947) Family Scholarship  
Parklands Scholarship  
PETAL Foundation Scholarship  
Joanne Polayes Scholarship  
Kushok Bakula Rimpoche Scholarship  
Rockefeller-Underhill Scholarship for Tropical Conservation  
Heather L. Ross and Edward L. Strohbehn, Jr. Scholarship  
Andrew Sabin International Environmental Scholarship  
William Henry Sage Memorial Fund  
Ralph C. Schmidt and Susan M. Babcock Scholarship  
Drs. Poh Shien and Judy Young International Scholarship  
Simeone Entomology Scholarship  
David M. Smith, Morris K. Jesup Professor of Silviculture Scholarship  
David and Karen Sobotka Scholarship  
Sobotka Joint F&ES-Jackson Institute Fellowship  
Cameron and Gus Speth Scholarship  
Gillian and Stuart W. Staley '95 M.P.P.M., '95 M.E.S. Scholarship  
Stapleton Scholarship  
Student Conservation Association Fellowship in honor of John R. Twiss '60  
VIEW Scholarship  
Rodney B. Wagner Class of 1954 International Scholarship  
William D. Waxter III Fellowship  
Marianne Welch Scholarship  
William Egbert Wheeler Fund  
Mr. and Mrs. James Wiley Endowed Scholarship for Conservation Biology  
Hubert Coffing Williams (Ph.D. 1906, M.F. 1908) Scholarship  
Joseph H. Williams Scholarship  
Charles F. Wilson (B.A. 1939) Memorial Fund  
Ray L. Wilson Scholarship  
Lyndel J. Wishcamper 1964 Yale College Scholarship  
Frank & Lynne Wisneski F&ES Scholarship  
Charles Boughton Wood Fund  
Wyss Foundation Scholarship for Conservation of the American West  
Yale Club of New Haven

#### **EMPLOYMENT OPPORTUNITIES**

**F&ES work study** These positions vary from clerical to research to editorial work. Eligible students must have financial need, as confirmed by the F&ES Office of Admissions & Financial Aid. Applications are available on the Yale Student Employment Office Web site ([www.yalestudentjobs.org](http://www.yalestudentjobs.org)) beginning in August. The pay rate is fixed at \$14 per hour. At least eighty positions are available annually and only to students with an F&ES affiliation.

**Regular student jobs and teaching fellowships** Financial need is not required. Interested students should contact centers, departments, professors, and programs directly beginning in late spring or summer. Pay rates are variable. At least seventy positions are available annually.

**Community service jobs** Eligible students must be U.S. citizens or permanent residents and have financial need, as confirmed by the F&ES Office of Admissions & Financial Aid. Applications are available on the Yale Student Employment Office Web site beginning in August. Pay rates begin at \$12 per hour. At least 100 positions are available annually to students across the University.

**Other on-campus jobs** Financial need is not required. Applications are available on the Yale Student Employment Office Web site beginning in August. Pay rates begin at \$12 per hour. At least 400 positions are available annually to students across the University.

## LOANS

**Federal Direct Stafford Loan (U.S. citizens and permanent residents only)** In general, the maximum annual loan amount is \$20,500. The interest rate is fixed at 5.84% with an origination fee of 1.073%. There is no credit check required. The standard repayment term is ten years. A six-month grace period immediately follows separation from school or otherwise dropping below half-time enrollment status, at which time repayment is required. The loan is requested by completing and returning a loan request form available on the School's financial aid forms Web page: <http://environment.yale.edu/aid/forms>. After initial processing, the loan will be assigned to one of four loan servicers contracted with the U.S. Department of Education: FedLoan, Great Lakes, Navient, or Nelnet.

**Federal Direct Grad PLUS Loan (U.S. citizens and permanent residents only)** In general, the maximum annual loan amount is the cost of attendance less all other resources. The interest rate is fixed at 6.84% with an origination fee of 4.292%. A credit check is required. Repayment terms are similar to Federal Direct Stafford Loans. The loan is requested by completing and returning a loan request form available on the School's financial aid forms Web page. After initial processing, the loan will be assigned to one of the four aforementioned loan servicers contracted with the U.S. Department of Education.

**Yale International Loan (international students only)** In general, the maximum annual loan amount is the cost of attendance less all other resources. The interest rate is fixed at 7.75% with an origination fee of 5%. There is no credit check required. Repayment terms are similar to Federal Direct Stafford Loans. The loan is requested by completing and returning loan request and self-certification forms available on the School's financial aid forms Web page. The Yale Student Loan Billing and Payment Office is responsible for the management and collection of the loan.

**Private education loan (U.S. citizens and permanent residents as primary borrowers or co-borrowers only)** In general, the maximum annual loan amount is the cost of attendance less all other resources. The interest rate is fixed or variable and dependent on the credit rating of the primary borrower and co-borrower, if applicable. Origination fees from zero to 3%, repayment terms, and servicing are dependent on the lender. A credit check is required. The loan is requested by applying directly to a lender. A list of lenders from whom students have borrowed recently is available at [www.elmselect.com/?schoolid=156#/results](http://www.elmselect.com/?schoolid=156#/results).

## **INTERNATIONAL STUDENTS – CERTIFICATION OF FINANCES FOR VISA**

International students must certify full funding for their entire two-year course of study before visa documents can be issued. Instructions and forms are mailed after an admitted student accepts the offer of admission (deadline April 15). More information is available from Yale's Office of International Students and Scholars: [www.yale.edu/oiss](http://www.yale.edu/oiss).

## **VETERANS**

Eligible students are strongly encouraged to seek specific information about Veterans Administration benefits from their local Veterans Administration office by calling 800.827.1000 or visiting [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill). The School also participates in the Yellow Ribbon Program, with a contribution amount of \$7,500 per student per year available to a maximum of five students on a first-come, first-served basis. The assistant dean of student services and director of financial aid coordinate the administration of benefits at F&ES.

# Life at the School of Forestry & Environmental Studies

## EDUCATIONAL FACILITIES

Kroon Hall, the ultra-green home of F&ES, expresses in physical form the School's best traditions, values, and aspirations. The building, which opened in January 2009, achieves its remarkable energy savings from a host of design elements and technical strategies molded to fit the weather and climate of its New England location. Situated in the area of the University known as Science Hill, Kroon Hall is named for the family of benefactor and Yale College alumnus Richard Kroon, B.A. 1964. With its high barrel-vaulted gable ends, simple lines, and curved rooftop, Kroon Hall is a modernist blend of cathedral nave and Connecticut barn.

Kroon Hall provides office space for fifty faculty and staff members and has three classrooms. The 175-seat Burke Auditorium is used for lectures and classes, and commands beautiful views of West Rock and the David S. Ingalls Rink across the street. The Knoblock Environment Center is meant for socializing, but students have also embraced it as a study space. The Ordway Learning Center on the ground floor also has ample space for quiet study. The \$33.5 million building was designed by Hopkins Architects of Great Britain in partnership with Connecticut-based Centerbrook Architects and Planners and holds the highest rating – platinum – in the green-building certification program, Leadership in Energy and Environmental Design (LEED). Kroon Hall provides 56,467 square feet and is designed to use 67 percent less energy than a typical building of its size. Its tall, thin shape and east-west orientation play a big role in heating and cooling. The lowest floor is set into a hillside, with only its south side exposed, providing thermal insulation, minimizing northern exposure, and increasing the amount of natural light that enters the building from adjacent courtyards. The long south facade maximizes solar gain during the winter, and Douglas fir louvers covering glass facades on the east and west ends keep out unwanted heat and glare. The building's shape, combined with the glass facades, enables daylight to provide much of the interior's illumination. Light and occupancy sensors dim artificial lighting when it is not needed.

A 100-kilowatt rooftop array of photovoltaic panels provides 25 percent of the building's electricity. Four 1,500-foot-deep wells use the relatively constant 55-degree (F) temperature of underground water for heating and cooling, replacing the need for conventional boilers and air conditioning. Four solar panels embedded in the southern facade provide hot water. Exposed concrete walls and ceilings provide thermal stability by retaining heat in winter and cold in summer. Instead of air being forced through overhead ducts, an energy-saving displacement ventilation system moves warm and cool air through an air plenum and multiple diffusers in elevated floors. Low-velocity fans in the basement keep the air circulating throughout the building. In winter, the ventilation system also transfers the heat from exhaust to incoming fresh air, and in summer, air handling units spray water on incoming fresh air, reducing its temperature by up to 18° through evaporation.

In mild weather, Kroon's occupants assist in the energy savings by opening windows in response to an electronic, color-coded prompt system. A pair of green and amber lights

in each hallway indicate whether it's a "Green Day": i.e., when the green indicator light is on, the ventilation and cooling/heating systems shut down, and the windows should be opened for natural ventilation.

A rainwater-harvesting system channels water from the roof and grounds to a garden in the south courtyard, where aquatic plants filter out sediment and contaminants. The gray water, held in underground storage tanks, is used for irrigation and pumped back into Kroon for flushing toilets. The system is designed to save 300,000 gallons of potable city water annually and to reduce the burden on city sewers by lessening the amount of storm runoff. Half of Kroon Hall's red oak paneling – 15,000 board feet – came from the 7,840-acre Yale Myers Forest in northern Connecticut, which is managed by the School. The building's pale yellow exterior, composed of sandstone from Ohio, echoes other Yale buildings. The north and south courtyards were constructed to create a community among disparate buildings on Science Hill. The south courtyard, landscaped by Olin Studio of Philadelphia, is a raised platform, with a green roof of soil one-foot deep and surrounded by twenty-five varieties of native plantings. Underneath the courtyard is a service node, centralizing all trash and recycling pickups as well as deliveries for the southwest corner of Science Hill and accessible by a single driveway off Sachem Street.

Sage Hall, a four-story building located at 205 Prospect Street and a gift of William H. Sage, B.A. 1865, in memory of his son, DeWitt Linn Sage, B.A. 1897, was completed in 1923. Administrative, doctoral program, development, alumni, and program offices of the School are housed in Sage Hall, along with three classrooms. Sage Hall is home to a computer center with twenty-six computers for student use. Sage also houses a 490-square-foot student lounge, appointed with a large table and comfortable couches, which students use for studying, special events, and weekly social events. Bowers Auditorium is designed to handle large lectures and seminars as well as small group projects. Bowers, which has a seating capacity of more than 110 with tables and chairs, was built onto Sage Hall in 1931 with funds provided by the bequest of Edward A. Bowers, B.A. 1879. In 2011 the original Bowers floor was replaced using beautiful red oak flooring harvested from Yale Myers Forest.

Facilities for research and instruction in silviculture, natural resource and forest economics, forest policy, and biometry are in Marsh Hall at 360 Prospect Street in the Marsh Botanical Garden. A classroom and meeting space are available on the first floor. This large, four-story mansion was originally the residence of Professor Othniel C. Marsh, B.A. 1860, a distinguished paleontologist and Western explorer of the nineteenth century. He bequeathed the building to the University in 1899, and for twenty-five years it housed the entire Forest School. Marsh Hall was designated a National Historic Landmark by the United States Department of the Interior in 1965.

The William B. Greeley Memorial Laboratory at 370 Prospect Street, named in honor of William Buckhout Greeley, M.F. 1904, houses a recently renovated social space in the main lobby and laboratories for research into the ecology and management of landscapes and ecosystems, urban sustainability, the biology of trees, and environmental chemistry. The recently renovated wood shop is available for students – after receiving tool and safety training – to work on projects that require the use of a drill, saw, sander, drill press, or soil hammermill. The building was designed by renowned architect Paul Rudolph and is a classic example of "Brutalist" architecture. Adjacent to the Greeley lab

is a 3,800-square-foot greenhouse, which is used for hands-on learning and research. Greeley Laboratory and its greenhouse were built in 1959 with funds from the forest industries, the John A. Hartford Foundation, and other benefactors.

The Class of 1954 Environmental Science Center at 21 Sachem Street is dedicated to the Class of 1954 in honor of the \$70 million the class donated in 2000 to support new science buildings and other major University priorities. It is an interdisciplinary facility built by the University with the aim of further fostering leadership in teaching and research of science and engineering. The building was designed to encourage collaboration among faculty and students pursuing environmental studies. The dean and four natural science faculty members from F&ES have their laboratories in the Environmental Science Center, which also houses research laboratories for the Yale Science Departments of Ecology and Evolutionary Biology, Geology and Geophysics, and Anthropology as well as the Yale Institute for Biospheric Studies.

The restored former residences at 301 Prospect Street and 380 Edwards Street house the offices of many of the School's programs, as well as doctoral student offices; each building has a classroom.

### *Library Collection*

The Henry S. Graves Memorial Library Collection for the School of Forestry & Environmental Studies, one of the oldest and largest collections of forestry publications in the United States, is located in the Center for Science and Social Science Information (CSSSI) in Kline Biology Tower (<http://csssi.yale.edu>). The collection is named in honor of the School's first dean, Henry S. Graves, who purchased the initial collection of German forestry books and continued to support a strong library serving the School's graduate forestry program.

Current holdings in the Graves Collection consist of more than 100,000 books, documents, technical reports, and serial publications dealing with forestry, forest science, natural resource management, and environmental sciences and management. The collection receives many print journal, periodical, and other serial titles, in addition to providing access to electronic titles. Older materials in the Graves Collection are housed in the Library Shelving Facility. All materials are accessible through the Yale Library electronic catalog, ORBIS.

The Graves Collection is committed to acquiring whatever books and journals are needed to support the School's teaching and research activities. In addition, students have access to the enormous holdings of the Yale University Library, described below.

Reference and information services are provided locally, with the F&ES librarian having office hours in both Sage and Kroon Halls while maintaining a permanent office in the nearby CSSSI. Access to electronic databases covering the wide range of subjects of interest within the School (e.g., ProQuest Environmental Science Collection, CAB Abstracts, BIOSIS, and Web of Science) is provided through the library's Web site at [www.library.yale.edu](http://www.library.yale.edu). These research tools and others, on such subjects as international affairs, water, soils, fish, wildlife, policy affairs, and law, are accessible throughout the campus. As a part of Yale University Library system, the Graves Collection participates in all library services offered to Yale patrons: paper-based, electronic, local, and through interlibrary loan services.

## *Computer Resources*

The mission of the F&ES Information Technology Department (FES-IT) is to support all aspects of computing for every member of the Yale School of Forestry & Environmental Studies community. We use and support multiple platforms, including Windows and Macintosh operating systems. Students are strongly encouraged, but not required, to bring their own computers. Admitted students may contact the FES-IT Helpdesk by e-mailing [feshelpdesk@yale.edu](mailto:feshelpdesk@yale.edu) for advice on the selection of appropriate hardware and software. We strongly encourage the purchase of Apple Macintosh or Lenovo Thinkpad T, W, and X series laptop computers. A robust campus network provides wireless access within all F&ES buildings and throughout the Yale campus.

FES-IT, along with trained student technicians from Yale's Student Technology Collaborative, provides drop-in technical support for students to assist with any academic or research computer needs they may have while on campus. After-hours student support is also available at Bass Library, within easy walking distance of the School. FES-IT provides secure centralized backup services for all F&ES faculty, staff, and students.

FES-IT maintains a drop-in student-computing cluster in Sage Hall, Room 39, with twenty-four computers that feature a mixture of 21.5-inch, 24-inch, and 27-inch displays, 2.7 GHz Intel i5 and 3.2 i7 quad-core processors, and at least 8 GB of RAM that were replaced in January 2015. The FES Cluster iMacs also dual-boot into both MacOS 10.10 and Windows 8.1x64 for maximum flexibility. Three 27-inch high-definition monitors are provided for students who would like to utilize their own laptops.

The student-computing cluster houses three high-capacity black-and-white printers and one high-capacity color printer. Additional wireless student printing is available in each F&ES building and throughout the Yale campus via the PaperCut Printing System. Printing in three dimensions is also available at the Yale Center for Engineering Innovation & Design (CEID) and the Yale School of Architecture.

FES-IT maintains an inventory of equipment that students may borrow for short periods of time through an online equipment checkout system (<http://reservations.yale.edu/fes>). Equipment may be borrowed at no charge (late and replacement fees apply if equipment is returned late, lost, or damaged). Included are laptop computers, GIS units, digital cameras, walkie-talkies, compact audio recorders, and other equipment.

The Yale University Library is also very active in the integration of information resources in digital format. Students and faculty have online access to a comprehensive variety of journals and databases, and the Sterling Memorial Library Map Collection employs a full-time GIS librarian who is available to assist students in obtaining and working with GIS datasets to support their work in any part of the globe.

The Center for Science and Social Science Information (<http://csssi.yale.edu>), a collaboration between Yale University Library and Yale's central ITS department, offers an array of digital media technologies and operates several important digital resources, including the Statistical Classroom ("StatLab"), featuring thirty machines with dual monitors, and a variety of software and databases, such as a Bloomberg Terminal. CSSSI also employs two full-time data librarians who are available for questions or consultation about finding, using, and managing research data in the sciences and social sciences. CSSSI is located in nearby Kline Biology Tower, and all resources are available to F&ES students.

Faculty members have also developed many special computer applications for their projects, and some of these are available for student use in the Sage Hall student-computing cluster.

### *Yale School Forests and the Quiet Corner Initiative*

The Yale School of Forestry & Environmental Studies owns 10,900 acres of forestland in Connecticut, New Hampshire, and Vermont that are managed by the Yale School Forests Program. The program manages seven discrete forests that were donated to the School between 1913 and 1986 that range in size and geography from the 75-acre Crowell Ravine in Vermont to the 7,860-acre Yale Myers Forest in Connecticut. The composition of the Yale Forests reflects a latitudinal gradient ranging from a central hardwood cover type in Connecticut to a northern hardwood cover type in New Hampshire and Vermont. Extensive stands of pine and hemlock exist in both regions. The area encompassed by the forests includes almost all of the topographical and soil conditions, site classifications, and cover types found in New England.

The management of the Yale School Forests comprises four goals: (1) provide opportunities for research; (2) provide educational and professional opportunities for the faculty and students; (3) create an asset to the School's investment portfolio that demonstrates financial sustainability; and (4) maintain the forests' ecological resiliency through increasing their structural and compositional diversity. Faculty and students use the Yale Forests as a laboratory for teaching, management, demonstration, and research. A member of the faculty serves as director and a recent F&ES graduate serves as the manager and School Forest Fellow. Graduate professional students working as apprentices or coordinators carry out the bulk of the on-the-ground management and administration. The forests are maintained as working forests, and thus the tasks include selling timber and nontimber forest products from the land. The Yale Myers Forest is the largest and most heavily utilized parcel managed by the Yale School Forests Program and is certified by the Forest Stewardship Council.

Students working on the Yale Forests receive training that covers aspects of hydrology and soils, taxonomy, forest and community ecology, silviculture, forest operations, forest finance and policy, and sociology in order to prepare them for careers as foresters and land managers. Every summer ten to twelve students are chosen for the apprentice forester program at the Yale Forests, which includes hands-on training in maintenance of infrastructure, property boundary research and delineation, geographic information systems (GIS), mapping and classification, sampling and inventory, and the design and implementation of silvicultural prescriptions. Several students from the apprentice program are selected to work for the School Forests Program the following academic year, where they receive additional training in forest administration and management.

Research performed at the Yale Forests is conducted under the supervision of any faculty member of the School and encompasses forest ecology, silviculture, aquatic and wildlife community ecology, hydrology, and economic, legal, and social studies. The forest is used for both doctoral and master's student research, the latter performed either as an independent project or in conjunction with student involvement with existing forest management.

The Yale Forests are used for both academic field trips and workshops held for professional or community organizations. Field trip and workshop topics include forest certification, wildlife habitat manipulation, ecosystem restoration, prescribed fire management, timber harvesting operations, silvicultural research, and pathways of forest stand development. Lastly, the Quiet Corner Initiative (QCI) has been developed as a method of engaging with the surrounding working landscape around Yale Myers Forest. QCI works by developing programs that connect master's-level courses and University research to real environmental assessment and management challenges on private lands surrounding the forest. Current programs focus on forest and open space conservation and management; watersheds and rivers; renewable energy; and sustainable agriculture. In designing each QCI program, the initiative seeks to advance three separate but related sets of goals: (1) to enrich the applied curriculum for professional students at the School of Forestry & Environmental Studies, providing reliable and consistent opportunities to bring learned skills to tangible problems that are in easy reach of the classroom; (2) to provide and cultivate a high-quality natural and social science research environment for students and faculty to investigate and analyze the drivers of environmental change and adaptive management at a landscape scale; and (3) to leverage the traditional strengths of Yale University in research, education, and leadership in working toward landscape-scale sustainability goals in our own backyard.

In addition to the forestland owned and managed by the School, close working relationships exist with other forests that are also used for education and research by faculty and students: the 6,800-acre Great Mountain Forest in northwestern Connecticut is available to the School through the courtesy of Edward C. Childs, B.A. '28, M.F. '32, and his family; and the 20,000-acre forestland owned and managed by the South Central Connecticut Regional Water Authority in New Haven County is one of the oldest managed forests in the western hemisphere. The University also owns approximately 370 acres of ecological preserves that are available to faculty and students.

## COMMUNICATIONS

The goal for the School's strategic communications is, in part, to contribute to public understanding and discourse on environmental issues and to encourage the integration of environmental issues into strategies for business, international development, government, and nongovernmental organizations.

The communications office publicizes faculty and student research and School-sponsored events through traditional and digital media.

School news, alumni profiles, and other items are regularly published through the School's Web site (<http://environment.yale.edu>), e-mail newsletters, Facebook ([www.facebook.com/YaleFES](http://www.facebook.com/YaleFES)), Twitter ([twitter.com/YaleFES](http://twitter.com/YaleFES)), and LinkedIn.

To contact the F&ES communications office, e-mail [communications.fes@yale.edu](mailto:communications.fes@yale.edu) or call 203.436.4805.

Other communications vehicles include the award-winning online magazine *Yale Environment 360*; reports from the School's centers and programs; and the student-edited publications *Sage Magazine* and *Yale Environment Review*.

*Yale Environment 360* (<http://e360.yale.edu>) features reporting, analysis, and opinion on global environmental issues from leading writers, scientists, policy makers, and

journalists in the field. Launched in 2008, *Yale Environment 360* has established a broad global audience and received numerous awards and honors. Selected *Yale Environment 360* articles are now translated and republished in Spanish and Portuguese through a partnership with Universia (<http://e360yale.universia.net>).

For newsletters and reports of the individual centers and programs, refer to their individual Web sites, listed online at <http://environment.yale.edu/centers>.

*Sage Magazine* ([www.sagemagazine.org](http://www.sagemagazine.org)) is a student-run environmental arts and journalism publication. Through creative and informative journalism, *Sage* seeks to expand popular notions of environmentalism and widen the debate around pressing and important environmental issues.

*Yale Environment Review* (<http://environment.yale.edu/yer>) is a student-run online publication that provides concise summaries of peer-reviewed research from around the world, with a focus on topics of general interest to those engaged in environmental and natural resource management.

### *Recording Policy Acknowledgment*

In order to capture the breadth of activities that occur at F&ES – and integrate the expertise of our faculty, students, and visitors into the broader environmental dialogue – Yale University frequently photographs, videotapes, and/or records events, lectures, and activities (including during alumni events) at F&ES. By attending and/or participating in classes and in other F&ES and University activities, those in attendance agree to the University's use and distribution of their image and/or voice in photographs, audio, and video capture, or in electronic reproductions of such classes and activities. These images, recordings, or excerpts may be included, for example, in Yale University Web sites, publications, and online courses, and otherwise used to support the University's mission.

## STUDENT ORGANIZATIONS

The School has many student-run interest groups. Current student groups include the Africa SIG; Asia (ASIA) SIG; Built Environment and the Environment (BE2); the Climate Change SIG; the Coalition for Agriculture, Food, and Environment (CAFÉ); Commons Collective (CoCo); Conservation Investing; Energy SIG; Environmental and Social Entrepreneurship Club (ESEC); Environmental Justice at Yale (EJAY); Environmental Media & Arts; Ethnobotany and Economic Botany Student Interest Group (STIGMA); Fire Ecology & Management; the Forestry Club (FC); Fresh & Salty SIG; Geosciences and Technology (Geo SIG); Health and Environment at Yale (HEY); the Industrial Environmental Management and Energy Group (IEME); International Development and Environment (IDE); a student chapter of the International Society of Tropical Foresters (ISTF); the Latin American SIG (La SIG); Lucy-StUDS; Out in the Woods (OIW); Risk Reduction, Adaptation, and Disaster Student Interest Group (RRAD); SCOPE; the Yale chapter of the Society for Conservation Biology (CONBIO); a student chapter of the Society of American Foresters (SAF); WESTIES; Yale Environmental Law Association (YELA); Yale Environment Women (YEW); Yale Extractive Industries Working Group (YaleXWG); and the Student Affairs Committee (SAC). The activities of these groups include sponsoring guest and student lectures, organizing field trips,

sponsoring workshops, organizing social events, holding conferences, and interacting with regional divisions of their respective societies.

## FUNDING FOR MASTER'S STUDENT PROJECTS AND ACTIVITIES

Master's students often seek funding for research, professional activities, and social events. Sometimes the request is for individual activity, sometimes on behalf of a group. Our School and Yale University have many funds to which students can apply. Among the most useful are the Master's Student Travel fund to support attendance at a conference or symposium at which a student is giving a talk; the Carpenter-Sperry Fund for travel and research; the MacMillan Center for International and Area Studies, which can help bring international visitors to Yale for a lecture or a conference; grants and contracts to faculty and centers for research; the School's Student Affairs Committee (SAC), which supports activities by our many student interest groups (SIGs) and supports "big-ticket items" each term; and the Class of '80 Student Project Fund, administered by the School's Office of Development and Alumni Services, to enrich the quality of life of the student body.

## ALUMNI ASSOCIATION

The F&ES Alumni Association, led by a board of twenty to twenty-five alumni/ae who meet in person or by phone ten times a year to conduct the business of the association, hosts regional gatherings around the country and globally, and holds receptions at annual meetings of the Land Trust Alliance, the Ecological Society of America, and the Society of American Foresters. The board functions both as a committee of the whole and through several standing committees; officers of the board welcome inquiries from F&ES alums who want to be considered for seats on the board or any of its standing committees. Standing committees oversee nominations of officers and of recipients of the Distinguished Alumnus/a Award, host the annual reunion and regional gatherings, and assist staff with the Annual Fund and other fundraising initiatives. The School's Web site, an emerging set of shared interest Web sites, and a quarterly newsletter, in addition to e-mail blasts, keep alumni/ae throughout the world in touch with each other and with the School.

The F&ES Alumni Association is also affiliated with the Association of Yale Alumni (AYA), which serves all alumni/ae of Yale University. The F&ES Office of Development and Alumni Services works directly with the AYA on several critical services for F&ES alumni/ae, including the Virtual Yale Station (e-mail forwarding), Online Alumni Directory (secure access contact database), and the Yale Career Network (professional profiles). Alumni/ae are encouraged to contact the Office of Development and Alumni Services at [alumni.fes@yale.edu](mailto:alumni.fes@yale.edu).

## JOB SEARCH SKILLS DEVELOPMENT

### *Career Development Office*

<http://environment.yale.edu/cdo>

The mission of the Career Development Office (CDO) is to support students in their overall career and professional development and to build relationships with hiring organizations in order to provide students access to top opportunities fitting their career interests.

Our diverse resources, programs, and services enable users to develop key skills needed to present themselves professionally on the job market, develop and refine meaningful career goals, and chart a strategy for conducting effective job and internship searches.

We work with students on an ongoing basis through individual advising appointments as well as through workshops conducted by staff and other career development professionals.

### *Career Planning Resources*

#### **Individual Counseling and Peer Review**

General career advising (strategy, focus, vision)

Résumé reviews

Cover letter reviews

Personal statement reviews

Networking advice

Online tools orientation (FESNext, LinkedIn, Yale Career Network)

Interview skills review

Internship planning guidance

Internship funding advice

Salary negotiations strategies

Mock interviews

#### **FESNext Online Employment Database**

Maintain an up-to-date profile to receive targeted e-mail announcements

Upload résumés, cover letters, writing samples, and other documents to send to employers

View more than 150 F&ES-focused jobs and internships added each month

Apply directly online for jobs/internships of interest

Publish your résumé to multiple résumé books for review by alumni and employers

Create and save quick searches for locating jobs/internships

Schedule appointments with career advisers

#### **FES Résumé Book**

We provide students a downloadable official template and *Résumé Content, Style, and Format Guidelines*. The pdf version of the book is distributed to employers (including alumni/employers), faculty, and relevant staff.

## **Workshops**

- Resume writing, networking, and LinkedIn
- Writing the personal statement and cover letters
- Job and internship search strategy
- Applying for the PhD
- Interviewing and telling your story
- Locating grants and fellowships
- Salary negotiations

## **Treks**

CDO provides logistical support to groups of F&ES students interested in visiting employers in New York City, San Francisco, and Washington, D.C.

## **On-Campus Recruiting**

Connect with employers during on-campus information sessions, informational interviews, and interview opportunities.

## **Alumni Connections**

F&ES LinkedIn Group: The Office of Development and Alumni Services and the CDO maintain the *Yale School of Forestry & Environmental Studies* LinkedIn group.

F&ES Alumni Database: You can download from the CDO Web site the most current F&ES alumni information available through the Association of Yale Alumni.

Yale Career Network (YCN): You have access to 13,000 alumni who are available to give tips and advice on their industry, employer, or job.

## **ELM: Environmental Leadership Mentoring Program**

All returning second-year F&ES students have the opportunity to be matched with an alumni mentor in their chosen career sector.

## *Internships and Summer Research*

Internships and summer research have long been an important part of the educational program at Yale. They provide a unique opportunity to combine academic knowledge with practical experience, to enhance skills, and to gain professional confidence.

Students are assisted by the CDO, faculty, alumni, and other students in their search for internships and summer research experiences. Attention is given to students to help them locate opportunities that meet their individual needs and interests.

Given the School's strong ties with natural-resource, environmental, and conservation organizations worldwide, internship and research possibilities are virtually unlimited. Typical internships and research projects occur between the first and second years of the program; occasionally, however, they last for longer periods.

**F&ES 006, Summer Internship/Research** 0 credits. The summer internship or research project is an important opportunity for students to apply knowledge and skills gained during their first year of study, to gain professional experience and build networks, and to investigate potential career paths. Consists of a research project or internship experience between ten and twelve weeks, typically in the summer between the first and second years of the program. Students have latitude in designing a summer practicum closely aligned with individual academic and career goals. Students are responsible for securing

their own internship or developing a relevant research project with appropriate faculty supervision, applying for and securing their own summer funding, and filing appropriate paperwork with the CDO before and after the internship or research experience in order to receive course credit. Required of all master's candidates.

### *Summer 2014 Internships and Research Projects*

The following list shows the rich and diverse experiences that F&ES students had during a recent summer. Data for other years is available online at <http://environment.yale.edu/careers.data>.

#### **BUSINESS AND INDUSTRY**

- Amazon, MBA Operations Manager, Ohio  
Apical Reforestadoras, Summer Intern, Panama City, Panama  
Beartooth Capital Partners, Summer Associate, Mont.  
Cleantech Group, Researcher, London, U.K.  
EDF Climate Corps Fellow – CA Technologies, Mass.  
EDF Climate Corps Fellow – KKR, N.Y.  
EDF Climate Corps Fellow – SOM, Ill.  
EDF Climate Corps Fellow – TD Bank, N.Y.  
EDF Climate Corps Fellow – Verizon, N.J.  
Energy Market Innovations, Inc., Summer Intern, Wash.  
EnerNOC, Summer Intern, Calif.  
Genability, Summer Intern, Calif.  
Goldman Sachs, Summer Analyst, Hong Kong, China  
International Paper, Sustainability Intern, Tenn. and Washington, D.C.  
Kennedy and Coe, Environmental Sustainability Intern, Wyo.  
Lockheed Martin, Sustainability Intern, Md.  
NRG Residential Solar Solutions, Summer Intern, Calif.  
PG&E, MBA Intern, Calif.  
Pure Energy Partners, Summer Associate, N.Y.  
Sage, Cofounder and Entrepreneur, Calif.  
SCAPE, Design Intern, N.Y.  
Sustainable Harvest Coffee Importers, Summer Fellow, Ore.  
Walt Disney Imagineering, Life Cycle Assessment and Sustainable Engineering Intern, Calif.  
WaterSmart Software, Summer Product Intern, Calif.  
Working Lands Investment Partners, Investment Analyst, Conn.  
Yale Dining, Student Foraging Intern, Conn.  
Yale Entrepreneurial Institute Summer Fellowship, Company Co-Founder, Conn.  
YR&G, Summer Intern, N.Y.

#### **EDUCATION**

- Middlebury College, Temporary Associate Director of Community Engagement, Vt.  
Pace University, Summer Intern, N.Y.  
Yale School of Forestry & Environmental Studies, Apprentice Forester, Conn.

Yale School of Forestry & Environmental Studies, Journey of the Universe Curriculum  
Development Summer Intern, Conn.

Yale School of Forestry & Environmental Studies, Summer Intern, Riau, Indonesia

#### **GOVERNMENT AND PUBLIC SECTOR**

Austin Department of Resource Recovery, Alcoa Summer Fellow, Tex. (2)

Bureau of Land Management, Summer Intern, Alaska

Caribbean Landscape Conservation Cooperative, Program Coordinator, Puerto Rico

Department of Energy & Environmental Protection, Energy Strategy Intern, Conn.

Department of Energy & Environmental Protection, Solid Waste Management Intern,  
Conn.

Department of the Interior, Summer Policy Intern, Washington, D.C.

EDF Climate Corps Fellow – Boston Housing Authority, Mass.

EDF Climate Corps Fellow – Massachusetts Bay Transportation Authority, Mass.

Food and Agriculture Organization of the United Nations, Summer Intern, Rome,  
Italy

Murray-Darling Basin Authority, Summer Intern, Canberra, Australia

OECD, Summer Intern (traineeship), Paris, France

Overseas Private Investment Corporation, Environmental Analyst, Washington, D.C.

Secretariat of the Pacific Regional Environment Programme, Summer Intern,

Tuamasaga, Samoa

State Representative in the 11th House District of Michigan, Campaign Manager,  
Mich.

U.S. Fish and Wildlife Service, Directorate Resource Assistant Fellow, Va.

U.S. Forest Service, Researcher, N.Y.

Washington State Department of Natural Resources, Summer Intern, Wash.

White House Council on Environmental Quality, Public Engagement and Policy  
Outreach Intern, Washington, D.C.

White House Council on Environmental Quality, Summer Intern, Washington, D.C.

#### **LEGAL**

Baker Botts LLP, Summer Associate, Washington, D.C.

Wisconsin Court of Appeals, Summer Clerk, Wis.

#### **NGOS AND OTHER NONPROFIT GROUPS**

Action for Cheetahs in Kenya, Summer Intern, Nairobi, Kenya

Baltic Environmental Forum, Summer Intern, Hamburg, Germany; and Vilnius,  
Lithuania

BEF, Riparian Revegetation Effectiveness Monitoring Intern, Ore.

Bonneville Environmental Foundation, Watershed Restoration Intern, Ore.

Conservamos por Naturaleza, Researcher/Intern, Lima, Peru

Conservamos por Naturaleza, Summer Intern, Lima, Peru

East Coast Greenway Alliance, Summer Intern, N.C.

EDF Climate Corps Fellow – City of Los Angeles, Calif.

EDF Climate Corps Fellow – Grace Cathedral, Calif.

EDF Climate Corps Fellow – The Institute of Cultural Affairs, Ill.

EDF Climate Corps Fellow – The Alamo Colleges, Tex.  
 The Forest Guild, Summer Intern, N.Mex.  
 Global Island Partnership, GLISPA Fellow, Washington, D.C.  
 Greenbelt Land Trust, Summer Intern, Mo.  
 International Gorilla Conservation Programme, Research Intern, Rwanda  
 Keystone Energy Efficiency Alliance, Clean Air Act 111(d) Policy Fellow, Pa.  
 National Parks Conservation Association, Summer Intern, Mont.  
 Natural Resources Defense Council, Summer Intern, N.Y.  
 Natural Resources Defense Council, Summer Intern, Washington, D.C.  
 Oregon Solutions/U.S. Forest Capital, Summer Intern, Ore.  
 Terreform One, Summer Intern/Research, N.Y.  
 TPL, Conservation Visioning and GIS Intern, Calif.  
 UNIDO, Environmental Management Intern, Vienna, Austria  
 Urban Resources Initiative, Greenspace Intern, Conn.  
 Urban Resources Initiative, Community Forester, Conn.  
 Wildlife Conservation Society, Research Associate, Apolo, Bolivia  
 World Agroforestry Centre, Summer Intern, Nairobi, Kenya  
 World Resources Institute, Summer Intern, Washington, D.C.  
 World Resources Institute, Summer Intern – Loss & Damage, Washington, D.C.

#### INDEPENDENT U.S. RESEARCH

Building a model to investigate optimum sea level rise adaptation options for energy facilities, Conn. and La.  
 Building hydrologic models for the Pequonnock Watershed, Conn.  
 Designing and building a prefabricated, modular structure on the Yale West Campus organic garden, Conn.  
 Developing a biogeochemical model that links terrestrial and marine ecosystem services to predict how different management options affect sediment runoff, Calif.  
 Environmental writing for WriteLegacy clients and other projects, Conn.  
 Ethnographic research of identity and climate change in the United States, Conn.  
 Event coordination of the 99th annual Ecological Society of America conference, researching the American River Parkway, and contributing to the Urban Ecology Design Lab, Conn. and Calif.  
 Exurban residence perceptions of naturally returning predators: Connecticut case study, Conn.  
 Investigating greenhouse gas emissions from the Salmon River Watershed's freshwater, Conn.  
 Leading a data collection team for fire research team and analyzing its results, Ore.  
 Manipulating the community structure of wood-decay fungi along a temperature gradient and measuring changes to respiration and decomposition rates, Conn.  
 Perceptions of organic foods among Latina women, Ore.  
 Quantifying the influence of plant root shape and soil media composition on the water budgets of coastal rain gardens, Conn.  
 Researching advocacy organization financing and implementing specific fundraising techniques, Conn.

- Researching and creating documentary pieces for water quality issues in the Long Island Sound, Conn.
- Researching salt marsh migration in response to sea level rise in Long Island Sound over the past 100 years, Conn.
- Reviewing forestry literature, designing and implementing experiments, monitoring plots, collecting and analyzing data, preparing manuscripts and presentations, Conn.
- Survey of water chemistry in a glacial bay to locate biological hotspots, Alaska
- Understanding the role of private property and community perceptions for watershed planning, N.Y.

#### INDEPENDENT NON-U.S. RESEARCH

- Analyzing policy makers involved with national community forest policy, Lima, Peru
- Assessing Community Health Clubs in Port-au-Prince, Haiti
- Assessing if interventions from Engro Corporation and the Pakistan Poverty Alleviation Fund have raised living standards in Ittehad Model Village after the 2010 floods, Punjab, Pakistan
- Comparing the soil carbon of Sinharaja Rain Forest Reserve (with forest conversion) to tea plantations, abandoned lands dominated by Kekilla fern, and Caribbean pine plantations, Kuduwa, Sri Lanka
- Conducting a camera-trapping study to detect snow leopards and training local scientists to continue the effort, Western Tajikistan
- Conducting site identifications, species research, and social research on species/site preferences of fuelwood plantations, Madagascar
- Examining methylmercury exposure in adult women of childbearing age, Puerto Maldonado, Peru
- Exploring the habitat requirements of Paullinia Yoco, Sucumbios, Ecuador
- Forestry and soil research of old field sites in Serra do Conduru, Bahia, Brazil
- Gleaning fisher and conservation advocate perspectives on endangered African Penguins/helping the International Gorilla Conservation Programme create a tourism certification system for local gorilla ecotourism and related industries, Cape Town, South Africa, and Rwanda
- How FIFA (World Cup) and the International Olympic Committee (Olympics) have altered the policies and urban framework of Rio de Janeiro, Brazil
- How the Amazon forest regenerates after swidden agriculture, Acre, Brazil
- Identifying urban planning, design, and management strategies to decrease wildlife-vehicle collisions, increase urban habitat/connectivity, and facilitate human-wildlife cohabitation, Alberta, Canada
- Investigation of how local communities might adapt to social, economic, and ecological volatility produced by shifting monsoons in a changing climate, East Flores, Indonesia
- Perceptions of China in Africa, Zambia
- Researching the connection between farmer skills, knowledge, and attitudes with useful plant diversity, Portland parish, Jamaica
- Researching the management of agroforestry program, Bali, Indonesia
- Soil data collection and analysis, Inner Mongolia, China

The above list was compiled by the Career Development Office, Yale School of Forestry & Environmental Studies. For more information, please contact Kathy Douglas, Associate Director, at 203.436.4830 or kathryn.douglas@yale.edu.

The School and its students thank donors, host organizations, and supervisors for making these valuable professional experiences possible.

### *Immediately Following Graduation*

Each year Yale F&ES graduates enjoy employment success in environmental science, policy, and management within the United States and around the world, or they pursue admission for further academic study. Details including salary information on the most recent as well as previous classes can be found at <http://environment.yale.edu/careers/data>.

Summary data from the class of 2014 master's graduates six months after graduation (138 responses):

Private (Business/Consulting)	29%
Nonprofit/Nongovernmental	24%
Government/Public Sector	14%
Academic (K–Higher Education)	11%
Further Study	10%
In Transition	7%
Self-Employed (Entrepreneur)	4%

### LEAVE OF ABSENCE

Students are expected to follow a continuous course of study at the School of Forestry & Environmental Studies. However, a student who wishes or needs to interrupt his or her study temporarily may request a leave of absence. There are three types of leave—personal, medical, and parental—all of which are described below. The general policies that apply to a leave of absence are:

1. Any student who is contemplating a leave of absence should see the assistant dean for student services to discuss the necessary application procedures.
2. All leaves of absence must be approved by the assistant dean for student services and the associate dean for academic affairs. Medical leaves also require the written recommendation of a physician on the staff of Yale Health, as described below.
3. A student may be granted a leave of absence of one to two years. Any leave approved by the assistant dean for student services and the associate dean for academic affairs will be for a specified period.
4. International students who apply for a leave of absence must consult with OISS regarding their visa status.
5. A student on a leave of absence may complete outstanding work in courses for which he or she has been granted extensions. He or she may not, however, fulfill any other degree requirements during the time on leave.
6. A student on a leave of absence is not eligible for financial aid, including loans; and in most cases, student loans are not deferred during periods of nonenrollment.
7. A student on a leave of absence is not eligible for the use of any University facilities normally available to enrolled students.

8. A student on leave of absence may continue to be enrolled in Yale Health by purchasing coverage through the Student Affiliate Coverage plan. In order to secure continuous coverage from Yale Health, enrollment in this plan must be requested prior to the beginning of the term in which the student will be on leave. If a leave of absence is granted during the term, the student must request Yale Health Affiliate Coverage enrollment within thirty days of the date when the leave is approved. Coverage is not automatic; enrollment forms are available from the Member Services Department of Yale Health, 203.432.0246, or can be downloaded from the Yale Health Web site (<http://yalehealth.yale.edu>).
9. A student on a leave of absence does not have to file a formal application for readmission. However, he or she must notify the assistant dean for student services in writing of his or her intention to return at least eight weeks prior to the end of the approved leave. In addition, if the returning student wishes to be considered for financial aid, he or she must submit appropriate financial aid applications to the School's financial aid office to determine eligibility.
10. A student on a leave of absence who does not return at the end of an approved leave, and does not request and receive an extension from the dean, is automatically dismissed from the School.

**Personal leave of absence** A student who wishes or needs to interrupt study temporarily because of personal exigencies may request a personal leave of absence. The general policies governing all leaves of absence are described above. A student who is current with his or her degree requirements is eligible for a personal leave after satisfactory completion of at least one term of study. Personal leaves cannot be granted retroactively and normally will not be approved after the tenth day of a term.

To request a personal leave of absence, the student must apply in writing before the beginning of the term for which the leave is requested, explaining the reasons for the proposed leave and stating both the proposed start and end dates of the leave, and the address at which the student can be reached during the period of the leave. If the assistant dean for student services and the associate dean for academic affairs find the student to be eligible, the leave will be approved. In any case, the student will be informed in writing of the action taken. A student who does not apply for a personal leave of absence, or whose application for a leave is denied, and who does not register for any term, will be considered to have withdrawn from the School.

**Medical leave of absence** A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence with the approval of the director of student services and the associate dean for academic affairs, on the written recommendation of a physician on the staff of Yale Health. The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward his or her degree requirements is eligible for a medical leave any time after matriculation. The final decision concerning a request for a medical leave of absence will be communicated in writing by the assistant dean for student services.

The School of Forestry & Environmental Studies reserves the right to require a student to take a leave for medical reasons when, on recommendation of the director of Yale Health or the chief of the Mental Health and Counseling department, the dean of the

School determines that the student is a danger to self or others because of a serious medical problem, or that the student has refused to cooperate with efforts deemed necessary by Yale Health to determine if the student is such a danger. An appeal of such a leave must be made in writing to the dean of the School no later than seven days from the date of withdrawal.

A student who is placed on medical leave during any term will have his or her tuition adjusted according to the same schedule used for withdrawals (see Tuition Rebate and Refund Policy). Before re-registering, a student on medical leave must secure written permission to return from a Yale Health physician.

**Leave of absence for parental responsibilities** A student who wishes or needs to interrupt his or her study temporarily for reasons of pregnancy, maternity care, or paternity care may be granted a leave of absence for parental responsibilities. The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward his or her degree requirements is eligible for parental leave any time after matriculation.

Any student planning to have or care for a child is encouraged to meet with the assistant dean for student services to discuss leaves and other short-term arrangements. For many students, short-term arrangements rather than a leave of absence are possible. Students living in University housing units are encouraged to review their housing contract and the related polices of the Graduate Housing Office before applying for a parental leave of absence. Students granted a parental leave may continue to reside in University housing to the end of the academic term for which the leave was first granted, but no longer.

## U.S. MILITARY LEAVE READMISSIONS POLICY

Students who wish or need to interrupt their studies to perform U.S. military service are subject to a separate U.S. military leave readmissions policy. In the event a student withdraws or takes a leave of absence from the School of Forestry & Environmental Studies to serve in the U.S. military, the student will be entitled to guaranteed readmission under the following conditions:

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or oral notice of such service to the assistant dean for student services and the associate dean for academic affairs. In providing the advance notice the student does not need to indicate whether he or she intends to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.
3. The student must not be away from the School to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the School to perform U.S. military service exceeds five

years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the assistant dean for student services to determine if the student remains eligible for guaranteed readmission.

4. The student must notify the School within three years of the end of his or her U.S. military service of his or her intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify the School of his or her intent to return.
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

A student who meets all of these conditions will be readmitted for the next term, unless the student requests a later date of readmission. Any student who fails to meet one of these requirements may still be readmitted under the general readmission policy but is not guaranteed readmission.

Upon returning to the School, the student will resume his or her education without repeating completed course work for courses interrupted by U.S. military service. The student will have the same enrolled status last held and with the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. Yale may charge up to the amount of tuition and fees other students are assessed, however, if veteran's education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left.

In the case of a student who is not prepared to resume his or her studies with the same academic status at the same point where the student left off or who will not be able to complete the program of study, the School of Forestry & Environmental Studies will undertake reasonable efforts to help the student become prepared. If after reasonable efforts, the School determines that the student remains unprepared or will be unable to complete the program, or after the School determines that there are no reasonable efforts it can take, the School may deny the student readmission.

# **Yale University Resources and Services**

## **A GLOBAL UNIVERSITY**

The University's engagement beyond the United States dates from its earliest years. Yale has drawn students from abroad for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. Yale continues to evolve as a global university, educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world.

Today, Yale welcomes the largest number of international students and scholars in its history. The current enrollment of approximately 2,500 international students from more than 115 countries comprises 20 percent of the student body. Yale is committed to attracting the best and brightest from around the world by offering generous international financial aid packages. The number of international scholars (visiting faculty, researchers, and postdoctoral fellows) has also grown to nearly 2,500 every year.

Yale's globalization is guided by three overarching goals: prepare students for leadership and service in an increasingly interdependent world, attract the most talented students and scholars to Yale from around the world, and position Yale as a global university of consequence. These efforts are coordinated by several University-wide organizations, in addition to the work being done within the individual schools and programs.

The Whitney and Betty MacMillan Center for International and Area Studies ([www.yale.edu/macmillan](http://www.yale.edu/macmillan)) is the University's focal point for teaching and research on international affairs, societies, and cultures.

The Jackson Institute for Global Affairs (<http://jackson.yale.edu>) seeks to institutionalize the teaching of global affairs throughout the University and to inspire and prepare Yale students for global citizenship and leadership.

The Office of International Affairs (<http://world.yale.edu/oia>) supports the international activities of all schools, departments, offices, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale's international activities around the globe.

The Office of International Students and Scholars ([www.yale.edu/oiss](http://www.yale.edu/oiss)) is a resource on immigration matters and hosts orientation programs and social activities for the University's international community.

The Yale Center for the Study of Globalization ([www.ycsg.yale.edu](http://www.ycsg.yale.edu)) draws on the intellectual resources of the Yale community, scholars from other universities, and experts from around the world to support teaching and research on the many facets of globalization, and to enrich debate through workshops, conferences, and public programs.

The Yale World Fellows Program (<http://worldfellows.yale.edu>) hosts fifteen emerging leaders from outside the United States each year for an intensive semester of individualized research, weekly seminars, leadership training, and regular interactions with the Yale community.

The Association of Yale Alumni ([www.aya.yale.edu](http://www.aya.yale.edu)) provides a channel for communication between the alumni and the University and oversees the direction of alumni organizations and programs around the world.

Yale's online international toolkit (<http://world-toolkit.yale.edu>) provides a central point of access to resources and assistance for Yale faculty, students, postdocs, and staff conducting international activities abroad or on campus. Additional information may be found on the "Yale and the World" Web site (<http://world.yale.edu>), including links to international initiatives across the University.

## **HOUSING**

The Yale Housing Office has dormitory and apartment units available for graduate and professional students. Dormitories are single occupancy of varying sizes and prices. They are located across the campus, from Edward S. Harkness Memorial Hall, serving the medical campus, to the Hall of Graduate Studies and Helen Hadley Hall, serving the central/science campus. Unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families are also available. The office's Web site (<http://gradhousing.yale.edu>) is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. Applications for the new academic year are available beginning April 1 and can be submitted directly from the Web site. Students are required to submit a copy of their letter of acceptance from Yale with their application.

The Yale Housing Office also manages the Off Campus Living listing service (<http://offcampusliving.yale.edu>; 203.432.9756), which is the exclusive Yale service for providing off-campus rental and sales listings. This secure system allows members of the Yale community to search rental listings, review landlord/property ratings, and search for a roommate. On-campus housing is limited, and members of the community should consider off-campus options. Yale University discourages the use of Craigslist and other nonsecure Web sites for off-campus housing searches.

The Yale Housing Office is located in Helen Hadley Hall (HHH) at 420 Temple Street. It is open from 9 a.m. to 4 p.m., Monday through Friday; 203.432.2167.

## **DINING AT YALE**

Yale Dining (YD) has tailored its services to meet the particular needs of graduate and professional school students by offering meal plan options that allow flexibility and value. The HGS 150 Plan is a block meal plan that gives graduate and professional school students 150 meals to use anytime during the term. The plan is required for all Hall of Graduate Studies residents as a minimum meal plan; it is one of several optional meal plans available to students who live off-campus. For up-to-date information on all options, costs, and Yale Dining's residential and retail locations, visit [www.yale.edu/dining](http://www.yale.edu/dining). Inquiries concerning food services should be addressed to Yale Dining, 246 Church Street, PO Box 208261, New Haven CT 06520-8261; email: [yale.dining@yale.edu](mailto:yale.dining@yale.edu); tel, 203.432.0420.

## **SECURITY**

As with most universities in urban settings, the security of persons and property is a primary concern of the School of Forestry & Environmental Studies. The University

police and the fire marshal, in cooperation with the police and fire services of the City of New Haven, strive constantly to maintain a safe environment for the Yale community. At an orientation session during the summer modules, incoming students receive detailed information on emergency communications, personal safety tips, and other ways to protect themselves, equipment, and buildings.

## HEALTH SERVICES

The Yale Health Center is located on campus at 55 Lock Street. The center is home to Yale Health, a not-for-profit, physician-led health coverage option that offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a seventeen-bed inpatient care unit, a round-the-clock acute care clinic, and specialty services such as allergy, dermatology, orthopedics, and a travel clinic. Yale Health coordinates and provides payment for the services provided at the Yale Health Center, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. Yale Health's services are detailed in the *Yale Health Student Handbook*, available through the Yale Health Member Services Department, 203.432.0246, or online at <http://yalehealth.yale.edu/understand-your-coverage>.

### *Eligibility for Services*

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for Yale Health Basic Coverage. Yale Health Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Health, Gynecology, Health Education, and Mental Health & Counseling. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Acute Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for Yale Health Basic Coverage but may enroll in Yale Health Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for Yale Health Basic Coverage but may enroll in the Yale Health Billed Associates Plan and pay a monthly fee. Associates must register for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for Yale Health Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must register with the Member Services Department. Enrollment applications for the Yale Health Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the Member Services Department.

All students who purchase Yale Health Hospitalization/Specialty Coverage (see below) are welcome to use specialty and ancillary services at Yale Health Center. Upon referral, Yale Health will cover the cost of specialty and ancillary services for these students. Students with an alternate insurance plan should seek specialty services from a provider who accepts their alternate insurance.

## **Health Coverage Enrollment**

The University also requires all students eligible for Yale Health Basic Coverage to have adequate hospital insurance coverage. Students may choose Yale Health Hospitalization/Specialty Coverage or elect to waive the plan if they have other hospitalization coverage, such as coverage through a spouse or parent. The waiver must be renewed annually, and it is the student's responsibility to confirm receipt of the waiver by the University's deadlines noted below.

### **YALE HEALTH HOSPITALIZATION/SPECIALTY COVERAGE**

For a detailed explanation of this plan, which includes coverage for prescriptions, see the *Yale Health Student Handbook*, available online at <http://yalehealth.yale.edu/understand-your-coverage>.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for Yale Health Hospitalization/Specialty Coverage. Students with no break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from August 1 through July 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, Yale Health Hospitalization/Specialty Coverage begins on the day the dormitories officially open. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through July 31.

**Waiving Yale Health Hospitalization/Specialty Coverage** Students are permitted to waive Yale Health Hospitalization/Specialty Coverage by completing an online waiver form at <https://www.yhpstudentwaiver.yale.edu> that demonstrates proof of alternate coverage. It is the student's responsibility to report any changes in alternate insurance coverage to the Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under Yale Health. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

**Revoking the waiver** Students who waive Yale Health Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. Yale Health fees will not be prorated.

### **YALE HEALTH STUDENT TWO-PERSON AND FAMILY PLANS**

A student may enroll his or her lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>) and must be renewed annually. Applications must be

received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

#### **YALE HEALTH STUDENT AFFILIATE COVERAGE**

Students on leave of absence or extended study, students paying less than half tuition, or students enrolled in the Eli Whitney Program prior to September 2007 may enroll in Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Applications are available from the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

#### *Eligibility Changes*

**Withdrawal** A student who withdraws from the University during the first ten days of the term will be refunded the fee paid for Yale Health Hospitalization/Specialty Coverage. The student will not be eligible for any Yale Health benefits, and the student's Yale Health membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. Assistance with identifying and locating alternative sources of medical care may be available from the Care Management Department at Yale Health. At all other times, a student who withdraws from the University will be covered by Yale Health for thirty days following the date of withdrawal. Fees will not be prorated or refunded. Students who withdraw are not eligible to enroll in Yale Health Student Affiliate Coverage. Regardless of enrollment in Yale Health Hospitalization/Specialty Coverage, students who withdraw will have access to services available under Yale Health Basic Coverage (including Student Health, Athletic Medicine, Mental Health & Counseling, and Care Management) during these thirty days to the extent necessary for a coordinated transition of care.

**Leaves of absence** Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, Yale Health Hospitalization/Specialty Coverage will end on the date the leave is granted, and students may enroll in Yale Health Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Fees paid for Yale Health Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the Web site (<http://yalehealth.yale.edu>). Fees will not be prorated or refunded.

**Extended study or reduced tuition** Students who are granted extended study status or pay less than half tuition are not eligible for Yale Health Hospitalization/Specialty Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the

Web site (<http://yalehealth.yale.edu>). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

For a full description of the services and benefits provided by Yale Health, please refer to the *Yale Health Student Handbook*, available from the Member Services Department, 203.432.0246, 55 Lock Street, PO Box 208237, New Haven CT 06520-8237.

### *Required Immunizations*

**Measles (rubeola), German measles (rubella), and mumps** All students who were born after January 1, 1957, are required to provide proof of immunization against measles (rubeola), German measles (rubella), and mumps. Connecticut state law requires two doses of measles vaccine. The first dose must have been given on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. Connecticut state law requires proof of two doses of rubella vaccine administered on or after January 1, 1980, *and* after the student's first birthday. Connecticut state law requires proof of two mumps vaccine immunizations administered on or after January 1, 1980, *and* after the student's first birthday; the second dose must have been given at least thirty (30) days after the first dose. The law applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles, rubella, and mumps.

**Meningitis** All students living in on-campus housing must be vaccinated against meningitis. The vaccine must have been received after January 1, 2011. Students who are not compliant with this state law will not be permitted to register for classes or move into the dormitories for the fall term, 2015. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

**Varicella (chicken pox)** All students are required to provide proof of immunization against varicella. Connecticut state law requires two doses of varicella vaccine. The first dose must have been given on or after the student's first birthday; the second dose must have been given at least twenty-eight (28) days after the first dose. Documentation from a health care provider that the student has had a confirmed case of the disease is also acceptable.

**TB screening** The University requires tuberculosis screening for all incoming students. Please see the Yale Health Web site (<http://yalehealth.yale.edu/forms>) for more details.

*Note:* Students who have not met these requirements prior to arrival at Yale University must receive the immunizations from Yale Health and will be charged accordingly.

### **RESOURCE OFFICE ON DISABILITIES**

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical.

Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related course accommodations at Yale University contact the Resource Office by June 15. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located at 35 Broadway (rear entrance), Room 222. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; fax at 203.432.8250. The Resource Office may also be reached by e-mail ([anthony.kulikowski@yale.edu](mailto:anthony.kulikowski@yale.edu)) or through its Web site ([www.yale.edu/rod](http://www.yale.edu/rod)).

## RESOURCES ON SEXUAL MISCONDUCT

Yale University is committed to maintaining and strengthening an educational, employment, and living environment founded on civility and mutual respect. Sexual misconduct is antithetical to the standards and ideals of our community, and it is a violation of Yale policy and the disciplinary regulations of Yale College and the graduate and professional schools.

Sexual misconduct incorporates a range of behaviors including sexual assault, sexual harassment, intimate partner violence, stalking, voyeurism, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing a person. Sexual activity requires consent, which is defined as voluntary, positive agreement between the participants to engage in specific sexual activity. Violations of Yale's Policy on Teacher-Student Consensual Relations also constitute sexual misconduct.

Yale aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies. In addition to being subject to University disciplinary action, many forms of sexual misconduct are prohibited by Connecticut and federal law and may lead to civil liability or criminal prosecution. Yale provides a range of services, resources, and mechanisms for victims of sexual misconduct. The options for undergraduate, graduate, and professional school students are described at <http://smr.yale.edu>.

### *SHARE: Information, Advocacy, and Support*

55 Lock Street, Lower Level

Office hours: 9 a.m.–5 p.m., M–F

24/7 hotline: 203.432.2000

<http://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available at any time of day or night via its direct hotline, as well as drop-in counseling on weekdays during regular business hours. SHARE is available to members

of the Yale community who wish to discuss any experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous when desired. SHARE can provide professional help with medical and health issues (including accompanying students to the hospital), as well as advice and assistance with contacting police and/or initiating a formal or informal complaint, and it offers ongoing counseling and support. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX coordinators, the Yale Police Department, and other campus resources.

If you wish to make use of SHARE's services, you can call the crisis number (203.432.2000) at any time for a phone consultation or to set up an in-person appointment. You may also drop in on weekdays during regular business hours. Some legal and medical options are time-sensitive, so if you have been assaulted, we encourage you to call SHARE and/or the Yale Police as soon as possible. Counselors can talk with you over the telephone or meet you in person at Acute Care in the Yale Health Center or at the Yale-New Haven Emergency Room. If it is not an acute situation and you would like to contact the SHARE staff during regular business hours, you can contact Carole Goldberg, the director of SHARE (203.432.0310, carole.goldberg@yale.edu), Jennifer Czincz, assistant director (203.432.2610, jennifer.czincz@yale.edu), Amy Myers (203.436.8197, amy.myers@yale.edu), or John Criscuolo (203.494.6247, john.criscuolo@yale.edu).

### *Title IX Coordinators*

<http://provost.yale.edu/title-ix>

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal funding. Sex discrimination includes sexual harassment, sexual assault, and other forms of misconduct. The University is committed to providing an environment free from discrimination on the basis of sex.

Each school, including Yale College, has assigned a senior administrator to act as a deputy Title IX coordinator, reporting to Stephanie Spangler, Deputy Provost for Health Affairs and Academic Integrity and the University Title IX Coordinator. Coordinators provide information, track and resolve complaints, and address issues relating to gender-based discrimination and sexual misconduct within their respective schools. Coordinators are knowledgeable about, and will provide information on, all options for complaint resolution, and can initiate institutional action when necessary. Discussions with a Title IX coordinator will be treated confidentially; at times, the coordinator may need to consult with other administrators or take action in the interest of safety. The coordinators also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

### *University-Wide Committee on Sexual Misconduct*

203.432.4449 (business hours)

<http://provost.yale.edu/uwc>

The University-Wide Committee on Sexual Misconduct (UWC) is an internal disciplinary board for complaints of sexual misconduct available to students, faculty, and staff

across the University, as described in the committee's procedures. The UWC provides an accessible, representative, and trained body to fairly and expeditiously address formal and informal complaints of sexual misconduct. UWC members can answer informal inquiries about procedures and the University definition of sexual misconduct. Operated from the Provost's Office, the UWC is comprised of faculty, administrative, and student representatives from across the University. In cases where formal resolution is sought, investigations are conducted by professional, independent fact finders.

### *Yale Police Department*

101 Ashmun Street

24/7 hotline: 203.432.4400

<http://publicsafety.yale.edu/police/sensitive-crimes-support>

The Yale Police Department (YPD) operates 24/7 and is comprised of highly trained, professional officers. The YPD can provide information on available victims' assistance services and also has the capacity to perform full criminal investigations. If you wish to speak with Sergeant Marnie Robbins Hoffman, the Sensitive Crimes & Support coordinator, she can be reached at 203.432.9547 during business hours or via e-mail at [marnie.robbins@yale.edu](mailto:marnie.robbins@yale.edu). Informational sessions are available with the Sensitive Crimes & Support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the University's Title IX coordinators, and various other departments within the University. Talking to the YPD does not commit you to submitting evidence or pressing charges; with few exceptions, all decisions about how to proceed are up to you.

## OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's 5,000 international students, faculty, staff, and their dependents. OISS staff offers assistance with issues related to employment, immigration, and personal and cultural adjustment, as well as serves as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns, OISS provides assistance to students, faculty, and staff on how to obtain and maintain legal nonimmigrant status in the United States. All international students and scholars must register with OISS as soon as they arrive at Yale; see <http://oiss.yale.edu/information-new-yalies>.

OISS programs, like the Community Friends hosting program, daily English conversation groups, U.S. culture workshops and discussions, bus trips, and social events, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. Spouses and partners of Yale students and scholars will want to get involved with the International Spouses and Partners at Yale (ISPY), which organizes a variety of programs.

The OISS Web site (<http://oiss.yale.edu>) provides useful information to students and scholars prior to and upon arrival in New Haven, as well as throughout their stay at Yale.

International students, scholars, and their families and partners can connect with OISS and the Yale international community virtually through several listservs and Facebook.

OISS is housed in the International Center for Yale Students and Scholars, which serves as a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays during the academic year, the center—located at 421 Temple Street, across the street from Helen Hadley Hall—also provides meeting space for student groups and a venue for events organized by both student groups and University departments. For more information about reserving space at the center, send a message to [oiss@yale.edu](mailto:oiss@yale.edu) or call 203.432.2305. For information about the center, visit <http://oiss.yale.edu/about/international-center>.

## RELIGIOUS RESOURCES

The religious and spiritual resources of Yale University serve all students, faculty, and staff of all faiths. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the University Church in Yale in Battell Chapel, an open and affirming ecumenical Christian congregation; and Yale Religious Ministries, the on-campus association of professionals representing numerous faith traditions. This association includes the Saint Thomas More Catholic Chapel and Center at Yale and the Joseph Slifka Center for Jewish Life at Yale, and it supports Buddhist, Hindu, and Muslim life professionals; several Protestant denominational and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Student Council, the Muslim Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Thursday from 8:30 a.m. to 11 p.m., Friday from 8:30 a.m. to 5 p.m., and Sunday evenings from 5 to 11. Additional information is available at <http://chaplain.yale.edu>.

## LIBRARIES

The Yale University Library comprises three central libraries—Sterling Memorial Library, Beinecke Rare Book and Manuscript Library, and the Anne T. and Robert M. Bass Library—and twelve school and department libraries as well as many special collections. Third-largest among the university libraries in the United States, it includes more than fifteen million volumes and information in all media, ranging from ancient papyri to early printed books to electronic databases. Students have access to the physical collections and study spaces of all the libraries at Yale, as well as to a full array of online and digital resources. For additional information, please visit [www.library.yale.edu](http://www.library.yale.edu).

## CULTURAL AND RECREATIONAL OPPORTUNITIES

### *Cultural Opportunities*

There are many ways to keep up-to-date about campus news and events. These include the YaleNews Web site, which features stories, videos, and slide-shows about Yale people and programs (<http://news.yale.edu>); the interactive Yale Calendar of Events (<http://>

events.yale.edu/opa); and the University's social media channels on Facebook, Twitter, Instagram, Tumblr, LinkedIn, and YouTube.

The collections of the Yale Peabody Museum of Natural History comprise more than thirteen million specimens and artifacts in twelve curatorial divisions: anthropology, archives, botany, cryo facility, entomology, historical scientific instruments, invertebrate paleontology, invertebrate zoology, mineralogy and meteorites, paleobotany, vertebrate paleontology, and vertebrate zoology.

The Yale University Art Gallery is the oldest college art museum in the United States, having been founded in 1832 when the patriot-artist John Trumbull gave more than one hundred of his paintings to Yale College. Since then its collections have grown to more than 200,000 objects ranging in date from ancient times to the present. In addition to its world-renowned collections of American paintings and decorative arts, the gallery is noted for outstanding collections of Greek and Roman art, including artifacts from the ancient Roman city of Dura-Europos; collections of early Italian paintings; the Société Anonyme Collection of twentieth-century European and American art; modern and contemporary art and design; Asian art; African art; art of the ancient Americas; and Indo-Pacific art. In December 2012 the gallery completed a comprehensive expansion and renovation project. The expanded museum unites all three buildings—the landmark Louis Kahn building (1953), the Old Yale Art Gallery (1928), and Street Hall (1866)—into a cohesive whole with a rooftop addition by Ennead Architects (2012). The gallery is both a collecting and an educational institution, and all activities are aimed at providing an invaluable resource and experience for Yale faculty, staff, and students, as well as for the general public. For more information, please visit [www.artgallery.yale.edu](http://www.artgallery.yale.edu).

The Yale Center for British Art is home to the largest and most comprehensive collection of British paintings, sculpture, prints, drawings, rare books, and manuscripts outside the United Kingdom. Presented to the University by Paul Mellon, Yale College Class of 1929, it is housed in a landmark building by Louis I. Kahn. The center will reopen in spring 2016 with newly installed galleries and updated facilities, upon completion of the second phase of its building conservation project. For more information, feature stories, videos, and news of ongoing and upcoming programs and events, visit <http://britishart.yale.edu>.

There are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

More than five hundred musical events take place at the University during the academic year. In addition to recitals by graduate students and faculty artists, the School of Music presents the Philharmonia Orchestra of Yale, the Oneppo Chamber Music Series at Yale, the Duke Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, and concerts at the Yale Collection of Musical Instruments, as well as performances by the professional Yale Choral Artists and the postgraduate Yale Baroque Ensemble. The Yale Summer School of Music/Norfolk Chamber Music Festival presents the New Music Workshop and Chamber Choir and Conducting Workshop along with its six-week chamber music session. Many of these concerts stream live on the School's Web site (<http://music.yale.edu>) and the Norfolk Web site (<http://norfolk.yale.edu>). Additionally, the School presents the Iseman Broadcasts of the Metropolitan Opera Live

in HD free to members of the Yale community. Undergraduate organizations include the Yale Concert Band, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, Yale Baroque Opera Project, productions of new music and opera, and undergraduate recitals. The Institute of Sacred Music presents Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and many other special events.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at the University Theatre, Yale Repertory Theatre, Yale School of Drama, Yale Cabaret, Long Wharf Theatre, and Shubert Performing Arts Center.

### *Recreational Opportunities*

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, modern, and ballroom, among others), martial arts, zumba, yoga, pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses. Additional information is available online at <http://sportsandrecreation.yale.edu>.

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the University may participate at each of these venues for a modest fee. Up-to-date information on programs, hours, and specific costs is available online at <http://sportsandrecreation.yale.edu>.

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, rowboats, canoes, stand-up paddleboards, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC runs seven days a week from the third

week of June through Labor Day. For more information, call 203.432.2492 or visit <http://sportsandrecreation.yale.edu>.

Throughout the year, Yale graduate and professional school students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, ultimate, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or online at <http://sportsandrecreation.yale.edu>.

### *City and Countryside*

Only a short bike ride away from the center of New Haven lies the countryside of a state that is over one-half forest land. Farms, parks, lakes, trails, beaches, and nature preserves all await the student seeking to spend a few hours away from his or her studies.

The most spectacular local features are the region's traprock ridges, the largest being East Rock, West Rock, and the Sleeping Giant. All three of these have been preserved as parks. East Rock and West Rock actually extend into New Haven, and their rusty-orange cliffs form a dramatic backdrop for the city. Sleeping Giant lies a pleasant ninety-minute bicycle ride from town.

New Haven is also surrounded by water supply forests. For a small annual fee, the Water Authority's twenty thousand acres of woods, traprock ridges, lakes, and streams are open for hiking, cross-country skiing, and fishing.

Tucked away in pockets off the main corridors of development lie some of the country's most fertile farmland. The Central Valley of New England, in which New Haven is situated, was once famous for its tobacco, onions, potatoes, apples, and seed growers. The remaining acres are now mostly in dairy farms and pick-your-own orchards, providing the region with rural scenery and fresh produce.

Farther out from the city, the land gets progressively hillier and less inhabited. The most dramatic region of the state is the Northwest Highlands of Litchfield County, where the School maintains its Great Mountain Forest Camp. Just a two-hour drive from New Haven, the Northwest Highlands boast the Appalachian Trail, New England's largest caves, a portion of the Taconic Mountains, and the vibrant fall colors of the Litchfield Hills.

But there is no need to travel so far to experience nature's bounty. New Haven itself is fortunate to have five major parks, including Edgewood Park, designed by Frederick Law Olmsted, designer of Central Park in New York City and also much of Boston's and Chicago's park systems. Seventeen percent of New Haven is parkland, a figure that few cities in the world can match.

With so much nature near at hand and foot, New Haven comes close to maintaining the elusive ideal balance of the convenience and culture of the city with the pleasures of the countryside.

# Enrollment

## MASTER'S DEGREES CONFERRED, 2015

Kelly Aho (B.A. Dartmouth Coll.), Alaska  
Alexandra Alhadeff (B.S. Lehigh Univ.), Brazil  
Fahad Alidi (B.E. McMaster Univ.), Saudi Arabia  
Abraham Allison (B.A. Columbia Univ.), Wash.  
Avana Andrade (B.A. Colorado State Univ.), Conn.  
Melissa Arias (B.A. Univ. San Francisco [Quito]), Ecuador  
Dana Baker (B.S. Univ. San Francisco), Calif.  
Kwokwo Barume (LL.B. Univ. Kinshasa), Democratic Republic of Congo  
Peter Christian Baum (B.S. Swiss Federal Inst. of Technology [Zurich]), Germany  
Erin Beasley (B.S. Penn State Univ. [University Park]), Pa.  
Katherine Beechem (B.A. Goucher Coll.), Conn.  
Ross Bernet (B.S. Univ. California [Los Angeles]), Calif.  
Hasita Bhammar (Narsee Monjee Inst. of Management Studies), India  
Uma Bhandaram (B.S. Univ. California [Los Angeles]), Calif.  
Gina Blankenship (B.A. Evergreen State Coll.), Minn.  
Whitney Boone (B.S. Univ. Illinois [Urbana-Champaign]), Ill.  
Megan Brakeley (B.A. Middlebury Coll.), Vt.  
Jessica R. Brooks (B.A. Univ. Kansas), Kans.  
Colin Brown (B.A. Univ. California [Santa Cruz]), Calif.  
Minna Brown (B.A. Middlebury Coll.), Conn.  
Timothy Brown (B.A., B.S. Evergreen State Coll.), Conn.  
Karin Bucht (B.A., B.S. Oregon State Univ.), Ore.  
Gladys Vivienne Caballero (B.S. Univ. Idaho; M.A. New York Univ.), Colombia  
Joseph Calamia (B.A. Cornell Univ.; M.S. Massachusetts Inst. of Technology), Conn.  
Michelle Camp (B.S. Univ. Texas [Austin]), Tex.  
Malia Carpio (B.S. Univ. Miami), Va.  
Sarah Casson (B.A. Grinnell Coll.), N.Y.  
Chung-Leong Chan (B.S. Univ. Queensland), Singapore  
Yaping Cheng (B.S. Wuhan Univ.), China  
Dream Choi (B.S. Korea Univ.), Republic of Korea  
Pooja Chopra (B.A. Univ. Mumbai; M.B.A. Preston Univ.; Ph.D. Univ. Delhi), India  
Jenaleah Clarke (B.S. Univ. California [Davis]), Conn.  
Kenneth Cloft (B.S. Loyola Univ. [Chicago]), Minn.  
Katharine Cooper (B.A. Cornell Univ.; M.A. Conway School of Landscape Design), Conn.  
Kelly Coplin (B.A. Stanford Univ.), Calif.  
Matheus Teixeira Pires do Couto (B.E. Univ. São Paulo), Brazil  
Leslie Couvillion (B.A. Vassar Coll.), Va.  
Donald D'Souza (B.E. Univ. Toronto), Canada  
Joanna Dafoe (B.A. Univ. Toronto), Canada  
Urs Dieterich (B.S. Munich Technological Univ.), Germany

- Sangay Dorji (B.S. G.B. Pant Univ. of Agriculture and Technology; M.S. Univ. Philippines), Bhutan
- Kristin Dreiling (B.A. Colorado State Univ.), Washington, D.C.
- Brendan Edgerton (B.A. Univ. California [Santa Cruz]), Conn.
- David Emmerman (B.A. Amherst Coll.), N.C.
- Stephen Fain (B.S. Univ. Georgia [Athens]), Ga.
- Shane Feyers (B.S. Univ. Connecticut [Storrs]), Conn.
- Akiva Fishman (B.A. Brandeis Univ.), N.Y.
- Meredith Flannery (B.S. Brown Univ.), Pa.
- Marissa Galizia (B.A. Duke Univ.), N.Y.
- Yesenia Gallardo (B.A. Willamette Univ.), Conn.
- Snigdha Garg (B.S. Univ. Delhi; M.S. Teri Univ.), India
- Geeta (B.E. Visvesvaraya Technological Univ.), India
- William Georgia (B.A. Georgetown Univ.), Conn.
- Julia Golomb (B.A. Vassar Coll.), N.H.
- David Gonzalez (B.S. Univ. California [Davis]), Calif.
- Caroline Goodbody (B.A. Williams Coll.), Washington, D.C.
- Simon Gore (B.A. Middlebury Coll.; M.A. Univ. Michigan [Ann Arbor]), Tenn.
- Emily Grady (B.A. Bates Coll.), Mass.
- Zena Grecni (B.A. Oberlin Coll.), Hawaii
- Sarah Guy (B.A. Washington & Lee Univ.), Conn.
- Christopher Halfnight (B.A., LL.B. McGill Univ.), Conn.
- Alec Halpern (B.A. Pomona Coll.), Calif.
- Ayumi Hara (B.S., M.S. Univ. Tsukuba), Japan
- Benjamin Hayes (B.A. Whitman Coll.), Ore.
- Katherine Heller (B.A. Wesleyan Univ.), Calif.
- Dawn Henning (B.S. Columbia Univ. Fu Foundation School of Engineering and Applied Science; B.S. Providence Coll.), Conn.
- Heri Hermawan (B.A. Univ. Sebelas Maret), Indonesia
- Angel Hertslet (B.A. Yale Univ.), Conn.
- Peter Hirsch (B.A. Middlebury Coll.), Pa.
- Linda Holcombe (B.S. Northeastern Univ.), Conn.
- Tianjun Hou (B.E. Shanghai Jiao Tong Univ.; B.S. Cornell Univ.), China
- Elisa Iturbe (B.A. Yale Univ.), Calif.
- Corey Johnson (B.S. Univ. New Hampshire [Durham]), N.H.
- Bryce Kellogg (B.S. Univ. California [Berkeley]), Ore.
- Nicholas Kline (B.A. Yale Univ.), Calif.
- Catherine Kuhn (B.A. Loyola Univ. [Chicago]), Conn.
- Vinh Lang (B.S. Stockton State Coll.), N.J.
- Jancy Langley (B.A. Barnard Coll.), Tex.
- Danielle Lehle (A.B. Harvard Univ.), Utah
- Meng Li (B.A. Univ. Waterloo; B.E. Wuhan Univ.), China
- Celine Lim (B.A. Middlebury Coll.), Singapore
- Yun-Mei Lo (B.A. Univ. Chicago), Calif.
- Desirée Lopes (B.S. Univ. São Paulo; B.E. Inst. Tecnológico y de Estudios Superiores de Occidente), Brazil

- Jorge Lopez Orendain (B.E. Inst. Tecnológico y de Estudios Superiores de Occidente), Mexico  
Sophia Luo (B.S. Georgetown Univ.), Md.  
Sarah Lupberger (B.A. Univ. Chicago), Va.  
Daniel Macri (B.A. Coll. of the Holy Cross ), N.Y.  
Anthony Mecum (B.S. Univ. Oregon), Ore.  
Renzo Castro Mendoza (B.A. Colby Coll.), Peru  
Tara Meyer (B.A. Colgate Univ.), Ore.  
Jennifer Milikowsky (B.S. Univ. North Carolina [Chapel Hill]), Conn.  
Samuel Miller-McDonald (B.A. Coll. of the Atlantic), Mich.  
Pablo Iannini Montes (B.E. Univ. Los Andes), Colombia  
Benjamin Morelli (B.S. Oregon State Univ.), Pa.  
Elizabeth Morrell (B.A. Coll. of the Atlantic), Conn.  
Donald Mosteller (B.S. Penn State Univ. [University Park]), Conn.  
Grant Mulligan (B.S. Arizona State Univ.), Ariz.  
Hyacinthe Nare (B.A., M.A. Univ. Ouaga), Burkina Faso  
Jamie O'Connell (B.A. Colby Coll.), Conn.  
Suzanne Ozment (B.A. Lawrence Univ. [Wisconsin]), Mich.  
Jie Pan (B.A. Central South Univ. of Technology; M.A. Shanghai International Studies Univ.), China  
Selena Pang (B.A. Carleton Coll.), Hawaii  
Jong Park (B.S. Korea Univ.), Republic of Korea  
Rachel Plawecki (B.S. Michigan State Univ.), Mich.  
Eric Plunkett (B.A. Univ. Pennsylvania), Conn.  
José Pons Ballesteros (B.A. Univ. Ottawa), Mexico  
Michael Puckett (B.E., B.S. Univ. Sydney), Conn.  
Maha Qasim (B.E. Princeton Univ.), Pakistan  
Yiyuan Qin (B.A. Colby Coll.), China  
Esther Rojas-Garcia (B.A. Univ. Calif. [Santa Cruz]), Mexico  
Kalani Rosell (B.A. Yale Univ.), Conn.  
Molly Roske (B.A. Coll. St. Benedict), Minn.  
Devin Routh (B.A. Univ. North Carolina [Chapel Hill]; M.A. Dartmouth Coll.), N.C.  
Clara Rowe (B.A. Amherst Coll.), Maine  
Madeleine Rubenstein (B.A. Barnard Coll.), Md.  
Blair Ryneerson (B.S. Beloit Coll.), Wash.  
Margaret Sackrider (B.S. Univ. Connecticut [Storrs]), Conn.  
Logan Sander (B.S. Oregon State Univ.), Wash.  
Sandhya Savarala (B.A. Univ. Kentucky), Ky.  
Frances Sawyer (B.A. Yale Univ.), Ga.  
Kevin Sherrill (B.A. Univ. California [Berkeley]), Conn.  
Cari Shiffman (B.A. Boston Univ.; M.A. American Univ.), Calif.  
Jessie Shoemaker (B.S. Univ. Pennsylvania [Millersville]), Conn.  
Cary Simmons (B.A. Univ. Arkansas [Fayetteville]), Ariz.  
Jeffrey Smith (B.S. Univ. Delaware), N.J.  
Jaeeun Sohng (B.S. Univ. Seoul; M.S. Seoul National Univ.), Republic of Korea

Kristina Solheim (B.S. Univ. Arizona), Conn.  
Pamela Soto (B.A. Yale Univ.), N.Y.  
Ashwini Srinivasamohan (B.A. New York Univ.), Md.  
Angela Steiner (B.A. Vanderbilt Univ.; J.D. Univ. Florida), Fla.  
James Stephenson (B.S. Univ. Arkansas [Pine Bluff]; M.S. Texas A&M Univ.), Conn.  
Sarah Sugar (B.A. Univ. California [Santa Cruz]), Conn.  
Samuel Teicher (B.A. Yale Univ.), Washington, D.C.  
Matheus Teixeira Pires do Couto (M.A. Univ. São Paulo), Brazil  
Frances Thomas (B.S. Trinity Coll.), Calif.  
Lindsay Toland (B.A. Fordham Univ.), Conn.  
Katherine Tsantiris (B.S. Univ. Connecticut [Storrs]), Conn.  
William Tucker (B.S. Trinity Coll.), Mass.  
Marley Urdanick (B.S. SUNY Binghamton Univ.), N.Y.  
Marian Vernon (B.A. DePaul Univ.), Ill.  
Jessica Webb (B.A. Univ. California [Santa Cruz]; M.A. Tufts Univ.), Mo.  
Amy Weinfurter (B.A. Colby Coll.), Conn.  
Alexis Weintraub (B.A. Brown Univ.), Ill.  
Luke Weiss (B.S. Evergreen State Coll.), Ecuador  
Heather West (B.A. Stanford Univ.), Calif.  
Timothy White (B.S. Bryant Univ. Coll. of Business Administration), Conn.  
Carley Wigod (B.A. American Univ.), Ill.  
Sarah Wilder (B.A. Univ. Colorado [Boulder]), N.Y.  
Aaron Willis (B.A. Univ. Michigan [Ann Arbor]), Washington, D.C.  
Sarah Wilson (B.A. Univ. Texas [Austin]), Conn.  
Verner Wilson (B.A. Brown Univ.), Alaska  
John Withall (B.S. Columbia Univ. Fu Foundation School of Engineering and Applied Science), Calif.  
Mark Woloszyn (B.S. Univ. North Carolina [Chapel Hill]; M.A. Univ. Texas [Austin]), Conn.  
Emily Wright (B.A. Colorado Coll.), Colo.  
Ru-Shyan Yen (B.A. Wheaton Coll. [Massachusetts]), Pa.  
Sophie Young (B.A. Univ. California [Berkeley]), Calif.  
Robert Youngs (B.A. Willamette Univ.), Conn.  
Sheena Zhang (B.S. Univ. Georgia [Athens]), Ga.  
Emily Zink (B.A. Sarah Lawrence Coll.), R.I.  
Miranti Zulkifli (B.A. Inst. Teknologi Bandung), Indonesia

#### DOCTORAL DEGREES CONFERRED, DECEMBER 2014

Mercedes Aurelia Bravo (B.S. Univ. North Carolina [Chapel Hill]; M.E.Sc. Yale Univ.), N.C.  
Nathan Wankit Chan (B.S. California Inst. of Technology; M.P.A. Columbia Univ.), Tex.  
C. Anne Claus (B.A. Univ. Iowa; M.A. Univ. Hawaii), Nebr.  
Jennifer Elaine Gaddis (B.S. Univ. Illinois), Ill.  
Ashley Dawn Keiser (B.S. Univ. New Hampshire [Durham]), N.H.

David Michael Kneas (B.A. DePauw Univ.; M.E.Sc. Yale Univ.), Mich.  
Sarah Rae Osterhoudt (B.A. Wesleyan Univ.; M.E.M. Yale Univ.), N.Y.  
Stefan Renckens (B.A., M.A. Univ. Catholique Louvain), Belgium  
Karthryn Richards-Hrdlicka (B.S. Arizona State Univ.), N.H.

### **DOCTORAL DEGREES CONFERRED, MAY 2015**

Agha Ali Akram (B.S. Univ. Lahore; M.E.S. Yale Univ.), Pakistan  
Noel Ramesh Aloysius (B.Sc. Univ. Peradeniya; M.S. Univ. North Dakota), Sri Lanka  
Peter Anton Christensen (B.A. Univ. California [Davis]; M.E.Sc. Yale Univ.), Calif.  
Dana Johanna Graef (A.B. Princeton Univ.), Vt.  
Elaine Rosamond Hooper (B.S. Saskatchewan Univ.; M.S. McGill Univ.), Canada  
Jennifer Rose Bunnell Miller (B.A. Claremont McKenna Coll.), Calif.  
Nedal Talal Nassar (B.E. Univ. Minnesota; M.B.A. Cornell Univ.; M.E.S. Yale Univ.),  
Jordan  
BinBin Jiang Pearce (B.S., M.S. Stanford Univ.), Calif.  
Alark Saxena (B.Sc. Barkatullah Univ.; M.A., M.F. Indian Inst. of Forest Management;  
M.E.M. Yale Univ.), India  
Lei Zhao (B.S. Nanjing Univ.), China

### **STUDENTS WORKING TOWARD MASTER'S DEGREES**

Shaadee Ahmadnia (B.A. Univ. La Verne), Calif.  
James Albis (B.A. New York Univ.), Conn.  
Ibrahim Amidu (B.S. Kwame Nkrumah Univ. of Science and Technology), Ghana  
Julia Anderson (B.S. Univ. California [Berkeley]), Calif.  
Gabriela Baeza-Castaneda (B.A. Univ. California [Berkeley]), Calif.  
James Ball (B.A. Pratt Institute), N.J.  
Abigail Barnes (B.A. Kenyon College), Conn.  
Ralien Bekkers (B.S. Univ. Amsterdam), Netherlands  
Oscar Benjamin (B.A. Univ. Oxford), United Kingdom  
Sarah Bolthrunis (B.A. Coll. Holy Cross), Conn.  
Véronique Bourg-Meyer (B.A. Univ. Toulouse 1, Science; M.A. Temple Univ.), Vt.  
Jacob Bukoski (B.A. Univ. North Carolina [Chapel Hill]), N.H.  
Paul Burow (B.A. Univ. California [Davis]), Calif.  
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**School of Music** Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

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For additional information, please visit <http://drama.yale.edu>, e-mail [ysd.admissions@yale.edu](mailto:ysd.admissions@yale.edu), or call the Registrar/Admissions Office at 203.432.1507. Postal correspondence should be directed to Yale School of Drama, PO Box 208325, New Haven CT 06520-8325.

**School of Management** Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.), Master of Advanced Management (M.A.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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Anastas, Paul	2008
Anisfeld, Shimon	2010
Ashton, Mark	2020
Bell, Michelle	2035
Benoit, Gaboury	2040
Berlyn, Graeme	2050
Borak, Jonathan	2053
Bradford, Mark	2054
Burke, Maureen	2075
Burroughs, Richard	2080
Caccone, Adalgisa	2090
Camp, Ann	2100
Carpenter, Carol	2110
Cashore, Benjamin	2120
Chertow, Marian	2130
Clark, Susan	2140
Crane, Peter	2145
DeCew, Stuart	2153
Doolittle, Amity	2158
Dove, Michael	2160
Draghi, Paul	2170
Esty, Daniel	2180
Farrell, Justin	2185
Felson, Alexander	2190
Fenichel, Eli	2195
Galperin, Joshua	2202
Geballe, Gordon	2200
Gentry, Bradford	2210
Gillingham, Kenneth	2215
Graedel, Thomas	2230
Gregoire, Timothy	2240
Grim, John	2242
Grubler, Arnulf	2243
Hébert, Karen	2245
Kennedy, Katherine	2251
Kotchen, Matthew	2257
Kysar Douglas	2259
Lee, Xuhui	2260
Leiserowitz, Anthony	2263
Lifset, Reid	2270
Lyons, James	2280
MacBroom, James	2290

Mendelsohn, Robert	2320
Nolon, John	2336
Oliver, Chadwick	2340
Raymond, Peter	2364
Reuning-Scherer, Jonathan	2380
Robinson, Nicholas	2385
Saiers, James	2390
Schmitz, Oswald	2400
Seto, Karen	2408
Skelly, David	2420
Smith, Ronald	2430
Strebeigh, Fred	2450
Tomlin, Dana	2460
Unger, Nadine	2465
Vedder, Amy	2469
Wargo, John	2470
Weber, Albert William	2473
Zimmerman, Julie	2500

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Faculty Name	Independent Study F&ES Course Number
Anastas, Paul	1008
Anisfeld, Shimon	1010
Ashton, Mark	1020
Axley, James	1027
Bailis, Robert	1030
Bell, Michelle	1035
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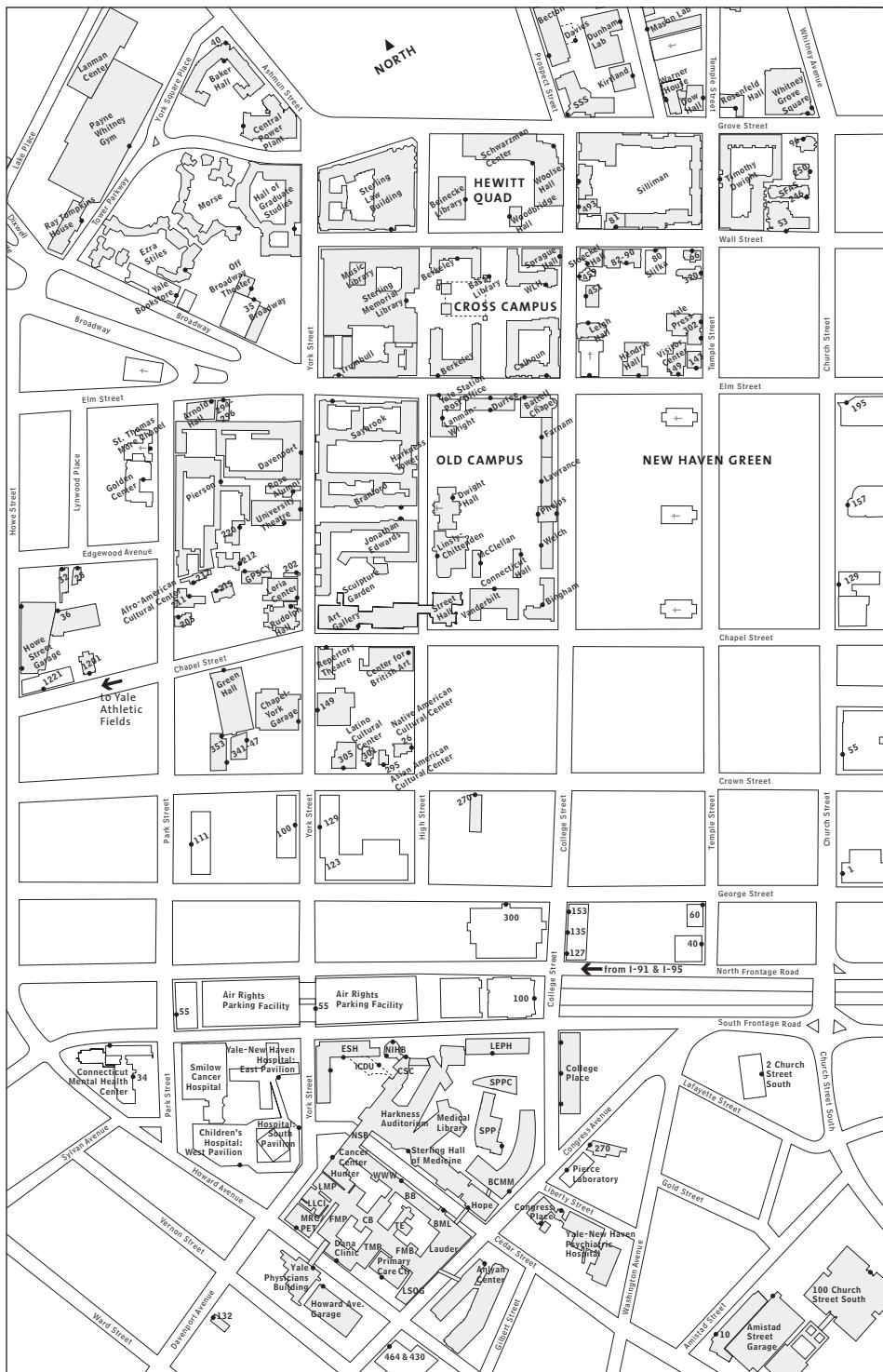
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**YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER**





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*For all other matters related to admission to the School of Forestry & Environmental Studies, please telephone the Admissions Office, 800.825.0330 or 203.432.5138, or e-mail [fesinfo@yale.edu](mailto:fesinfo@yale.edu).*

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