

ENVIRONMENT, GEOGRAPHY, AND URBANIZATION

Department Website: <https://cegu.uchicago.edu>

The transdisciplinary major in Environment, Geography, and Urbanization is housed in the Committee on Environment, Geography, and Urbanization (CEGU). The CEGU undergraduate major prepares students to understand and confront the wide-ranging societal, historical, and spatial dimensions of contemporary planetary environmental crises, including climate change, biodiversity loss, and other forms of large-scale socio-environmental transformation. Such issues are explored in diverse spaces, including cities and metropolitan regions; zones of extraction, agriculture, energy production, and waste; dispersed settlement spaces and village ecologies; rangeland, forest, and jungle landscapes; remote wildlands; and coastlines, rivers, watersheds, and oceans. The curriculum emphasizes a plurality of theoretical approaches to the histories and geographies of socio-environmental transformation, underscoring the contested character of environmental knowledge in a polarized and turbulent world order.

PROGRAM OF STUDY

The Environment, Geography, and Urbanization major consists of a sequence of foundational courses; substantive and methodological training in environmental, geographical, and urban studies; transdisciplinary electives spanning diverse thematic areas; and various capstone options, including the BA Thesis and Community Project. The major provides students with strong foundations in spatialized and historical approaches to environmental studies, with more specializations available in several fields, including urban environmental studies, energy histories and geographies, and environmental humanities. Through engagement with these fields of inquiry, students explore the wide-ranging social, historical, and spatial transformations that have produced the environmental emergencies of our time.

Through coursework, programming, thesis research, and community projects, CEGU emphasizes experiential learning. Experiential learning opportunities include course field trips and site visits, hands-on and practical student assessments and research, as well as quarter-long engagements with a site or case study such as the Calumet Quarter (in collaboration with Chicago Studies) or intensive study during September Term. These experiences are designed to foster creative vision and method-based applications outside the classroom, often involving community partners and specific forms of community engagement. Experiential learning offers innovative ways for students to learn and develop critical skills through sites of practical, experiential engagement.

Graduates of the CEGU major will be well-equipped to conduct advanced research on socio-environmental processes, transformations, and crises across time and space, and to engage in diverse fields of urban and environmental practice. The curriculum combines scholarly inquiry, methodological training, experiential learning, and community engagement to prepare students to contribute to—and transform—the collective process of forging more equitable, livable, and hopeful planetary futures.

THEMATIC SPECIALIZATIONS

Students have the option to complete the CEGU general major, which offers an expansive set of courses in broad fields. Students also have the option to select one of the following specializations: Urban Environmental Studies, Energy Histories and Geographies, or Environmental Humanities.

- Urbanization is intermeshed with the remaking of human and nonhuman environments, within cities and beyond. The specialization in **Urban Environmental Studies** explores these connections and their wide-ranging implications for urban space and for the non-city zones that support urban life. Topics include the politics of environmental planning, design, and architecture; the role of class-based, gendered, and racialized forms of oppression in the production of urban built environments and political ecologies; the changing material and resource flows through which urban spaces are reproduced; the role of states, international organizations, and social movements in the governance of urban environmental restructuring; the emergence and evolution of urban climate politics; and ongoing struggles to create more just, inclusive, and sustainable spaces of urbanization.
- The specialization in **Energy Histories and Geographies** explores the historical roots of climate change and other global environmental problems with special attention to how energy use shapes human societies over time. From prehistory to the present, coursework in this specialization examines how people have variably harnessed sources of energy from environmental constituents—including plants, animals, wind, water, stones, metals, fossil fuels, and other humans—in tandem with the technological and social changes associated with their use. Topics include energy flow through and across natural and built environments, energy's role in shaping political structures and social inequalities, the radical expansion and intensification of energy use under capitalism, the uneven globalization of energy-intensive lifestyles, the changing geopolitics of energy, and possible futures beyond fossil-fuel dependence

- The **Environmental Humanities** represent a multidisciplinary field of research that studies how society, culture, and politics shape and are shaped by human-environment relationships. This specialization examines a diverse range of humanistic material and methods, such as storytelling, source criticism, and formal analysis, to think critically about how environments, ecologies, and non-humans become part of social life. This specialization also explores how humanistic inquiry sheds light on socioenvironmental transformations and crises, and is integral, along with the natural and social sciences, to strategies and struggles to forge more equitable, democratic, vibrant, and hopeful planetary futures.

For CEGU majors who opt to include a specialization, one foundations course is selected from a smaller cluster of gateway courses that offer a broad introduction to that area of focus. Students who choose to complete the CEGU general major are able to take a variety of general foundations option courses.

For students pursuing a thematic specialization, electives are selected from a smaller menu of courses that offer advanced engagement with key research agendas within that area of focus. To complete a specialization, students select three of the five electives from a specific menu of options associated with that area of focus. The other two electives may be chosen from the broader menu of options available to all CEGU majors. Students who choose to complete the CEGU general major must take a total of five general electives.

CAPSTONE TRACKS

The CEGU major culminates in a final Capstone, in which students select either the BA Thesis or Community Project (CP2) track. Students with extenuating circumstances may petition for approval to fulfill the Capstone requirement through a course track. Only the BA Thesis and Community Project (CP2) tracks are honors eligible.

BA Thesis Track

The BA Thesis track offers students a valuable opportunity to conduct extended research, writing, and analysis on a topic of particular significance to them. Within this track, students pursue independent projects with guidance and support from faculty and preceptors. Students are matched with faculty advisers and participate in a two-quarter BA Colloquium course sequence in the Autumn and Winter Quarters of their fourth year. The work produced by CEGU undergraduate thesis writers is often remarkable in both scope and creativity.

BA Thesis Requirements: In their third year, prospective BA Thesis students attend required information sessions, consult with CEGU program faculty, and submit a BA Thesis application by the Spring Quarter deadline. Students accepted into the BA Thesis track attend a Spring workshop to prepare a reading list and BA Thesis plan. By the first day of Autumn Quarter of their fourth year, BA Thesis students submit an annotated bibliography focused on scholarly literature related to their chosen research topic. Students enroll in CEGU 29801 (<http://collegecatalog.uchicago.edu/search/?P=CEGU%2029801>) BA Colloquium I in the Autumn Quarter and CEGU 29802 (<http://collegecatalog.uchicago.edu/search/?P=CEGU%2029802>) BA Colloquium II in the Winter Quarter of their fourth year. The final BA Thesis is due in the third week of the Spring Quarter.

More information about the BA Thesis track, including associated research grants and prizes is available on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/cegu-major-minor/>). Previous BA theses can be found at knowledge.uchicago.edu (<https://knowledge.uchicago.edu/>).

Community Project (CP2) Track

The Community Project Capstone Program (CP2) track advances students' direct participation in the work of Chicago area organizations whose missions align with themes of the CEGU major in the fields of conservation, urban affairs and environmental justice. Students will design, plan and develop projects and learn how to manage them through an iterative and reflexive process of collaborative learning-by-doing. Project teams work independently with close faculty guidance and organization mentorship on projects of urgent concern to partner organizations in their program areas. Students in the CP2 track gain valuable research skills and build capacity to communicate ideas to diverse publics.

CP2 can be completed in students' third or fourth year. Participation in CP2 is by application only; applications are due in the Spring Quarter prior to the academic year in which students wish to participate. Learn more about the CP2 application process and timeline on the CEGU website. (<https://cegu.uchicago.edu/undergraduate-studies/cegu-major-minor/>)

In this track, students enroll in CEGU 29901 Community Projects I: Concept, Planning and Research in the Autumn Quarter and CEGU 29902 Community Projects II: Assessment, Communication and Presentation in the Winter Quarter. Students present their final projects in a public showcase open to campus and community partners in the Spring Quarter. Students planning to write a BA Thesis can also participate in CP2. In such cases, CEGU 29901 and CEGU 29902 will count as general CEGU electives.

Capstone Course Track

The Capstone course track is only available by consent for students with extenuating circumstances that prevent participation in the BA Thesis or Community Project (CP2). To be approved for the course track, students must contact Professor Kindell at kindell@uchicago.edu.

The Capstone course must be taken in students' fourth year from an approved list of Capstone courses found on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/cegu-major-minor/>). The Capstone course track is not eligible for honors.

ENVIRONMENT, GEOGRAPHY, AND URBANIZATION MAJOR FOUNDATIONAL AND METHODOLOGICAL REQUIREMENTS

All students must take four CEGU foundational courses:

- CEGU 20001 Climate Change, Environment, and Society
- CEGU 20002 The Politics of Environmental Knowledge
- CEGU 20003 Global Environmental Change
- A foundations option course

For CEGU majors who opt into a specialization, this fourth foundations option course is selected from a smaller set of courses that offer a broad introduction to the specific area of focus. A full list of foundations option courses within each specialization, as well as general foundations option courses, are available on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>).

All students are also required to take two methods courses:

- CEGU 23517 Pixels, Planet, Power: Visualizing Urban & Environmental Change
- A second methods course, chosen from a menu of options in the qualitative/quantitative social sciences, geospatial analysis and geographical information sciences, and environmental humanities.

Summary of Foundational and Methodological Course Requirements for All Majors

CEGU 20001	Climate Change, Environment, and Society	100
CEGU 20002	The Politics of Environmental Knowledge	100
CEGU 20003	Global Environmental Change	100
Additional foundations option course within specialization or general		100
Methods requirement:		200
CEGU 23517	Pixels, Planet, Power: Visualizing Urban & Environmental Change	
Additional methods course from CEGU-approved list		
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Total Units		600

For a full list of CEGU-approved methods courses, please visit the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>).

All courses counting towards major requirements must be taken for a quality grade. Aside from the foundation courses CEGU 20001 Climate Change, Environment, and Society, CEGU 20002 The Politics of Environmental Knowledge, CEGU 20003 Global Environmental Change, and CEGU 23517 Pixels, Planet, Power: Visualizing Urban & Environmental Change, the menu of courses for the CEGU requirements will change from year to year depending on instructor offerings. New courses will be regularly added to these course menus. Reading and Research courses do not count towards the major requirements without prior consent.

SPECIALIZATION REQUIREMENTS

URBAN ENVIRONMENTAL STUDIES

All students specializing in Urban Environmental Studies must choose a foundations option course from a selected list available on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>). In addition, students take three elective courses from an approved list of Urban Environmental Studies courses, as well as two general electives from a menu of courses. All thematic specialization electives also count as general electives in the CEGU major. Once the fourth foundations course has been completed, additional foundations courses count towards elective courses.

Students must also select a Capstone track: BA Thesis or Community Project (CP2). Students who choose to complete a BA Thesis must complete CEGU 29801 BA Colloquium I and CEGU 29802 BA Colloquium II in the Autumn and Winter Quarters of their senior year. Students who choose to complete the Community Project must complete CEGU 29901 Community Projects I: Concept, Planning and Research and CEGU 29902 Community Projects II: Assessment, Communication and Presentation in the Autumn and Winter Quarters of their third or fourth year.

Approved courses for each requirement can be found on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>).

Summary of Urban Environmental Studies Specialization— BA Thesis Requirements

Foundational requirements (above) including foundations option course within specialization	600
3 Urban Environmental Studies electives from CEGU-approved course list	300

2 general electives from CEGU-approved course list	200
CEGU 29801 BA Colloquium I	100
CEGU 29802 BA Colloquium II	100
Total Units	1300

Summary of Urban Environmental Studies Specialization —Community Project (CP2) Requirements

Foundational requirements (above) including foundations option course within specialization	600
3 Urban Environmental Studies electives from CEGU-approved course list	300
2 general electives from CEGU-approved course list	200
CEGU 29901 Community Projects I: Concept, Planning and Research	100
CEGU 29902 Community Projects II: Assessment, Communication and Presentation	100
Total Units	1300

ENERGY HISTORIES AND GEOGRAPHIES SPECIALIZATION

All students specializing in Energy Histories and Geographies must choose a foundations option course from a selected list available on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>). In addition, students take three elective courses from an approved list of Energy Histories and Geographies courses, as well as two general electives from a menu of courses. All thematic specialization electives also count as general electives in the CEGU major. Once the fourth foundations course has been completed, additional foundations courses count towards elective courses.

Students must also select a Capstone track: BA Thesis or Community Project (CP2). Students who choose to complete a BA Thesis must complete CEGU 29801 BA Colloquium I and CEGU 29802 BA Colloquium II in the Autumn and Winter Quarters of their senior year. Students who choose to complete the Community Project must complete CEGU 29901 Community Projects I: Concept, Planning and Research and CEGU 29902 Community Projects II: Assessment, Communication and Presentation in the Autumn and Winter Quarters of their third or fourth year.

Approved courses for each requirement can be found on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>).

Summary of Energy Histories and Geographies Specialization— BA Thesis Requirements

Foundational requirements (above) including foundations option course within specialization	600
3 Energy Histories and Geographies electives from CEGU-approved course list	300
2 general electives from CEGU-approved course list	200
CEGU 29801 BA Colloquium I	100
CEGU 29802 BA Colloquium II	100
Total Units	1300

Summary of Energy Histories and Geographies Specialization—Community Project (CP2) Requirements

Foundational requirements (above) including foundations option course within specialization	600
3 Energy Histories and Geographies electives from CEGU-approved course list	300
2 general electives from CEGU-approved course list	200
CEGU 29901 Community Projects I: Concept, Planning and Research	100
CEGU 29902 Community Projects II: Assessment, Communication and Presentation	100
Total Units	1300

ENVIRONMENTAL HUMANITIES SPECIALIZATION

All students specializing in Environmental Humanities must choose a foundations option course from a selected list available on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>). In addition, students take three elective courses from an approved list of Environmental Humanities courses, as well as two general electives from a menu of courses. All thematic specialization electives also count as general electives in the CEGU major. Once the fourth foundations course has been completed, additional foundations courses count towards elective courses.

Students must also select a Capstone track: BA Thesis or Community Project (CP2). Students who choose to complete a BA Thesis must complete CEGU 29801 BA Colloquium I and CEGU 29802 BA Colloquium II in the Autumn and Winter Quarters of their senior year. Students who choose to complete the Community Project must complete CEGU 29901 Community Projects I: Concept, Planning and Research and CEGU 29902 Community

Projects II: Assessment, Communication and Presentation in the Autumn and Winter Quarters of their third or fourth year.

Approved courses for each requirement can be found on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>).

Summary of Environmental Humanities Specialization— BA Thesis Requirements

Foundational requirements (above) including foundations option course within specialization	600
3 Environmental Humanities electives from CEGU-approved course list	300
2 general electives from CEGU-approved course list	200
CEGU 29801 BA Colloquium I	100
CEGU 29802 BA Colloquium II	100
Total Units	1300

Summary of Environmental Humanities Specialization—Community Project (CP2) Requirements

Foundational requirements (above) including foundations option course within specialization	600
3 Environmental Humanities electives from CEGU-approved course list	300
2 general electives from CEGU-approved course list	200
CEGU 29901 Community Projects I: Concept, Planning and Research	100
CEGU 29902 Community Projects II: Assessment, Communication and Presentation	100
Total Units	1300

GENERAL REQUIREMENTS (NO SPECIALIZATION)

All students who choose *not* to opt into a specialization can take a general foundations option course, as well as the three other foundation courses for their foundation requirements. See the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>) for more information on general foundations option courses. In addition to the foundational requirements, students who are not in a specialization can take any five general electives. All thematic specialization electives also count as general electives in the CEGU major. Once the fourth foundations course has been completed, additional foundations courses count towards elective courses.

Students must also select a Capstone track: BA Thesis or Community Project (CP2). Students who choose to complete a BA Thesis must complete CEGU 29801 BA Colloquium I and CEGU 29802 BA Colloquium II in the Autumn and Winter Quarters of their senior year. Students who choose to complete the Community Project must complete CEGU 29901 Community Projects I: Concept, Planning and Research and CEGU 29902 Community Projects II: Assessment, Communication and Presentation in the Autumn and Winter Quarters of their third or fourth year.

Approved courses for each requirement can be found on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>).

Summary of General BA Thesis Requirements

Foundational requirements (above) including general foundations option course	600
5 general electives from CEGU-approved course list	500
CEGU 29801 BA Colloquium I	100
CEGU 29802 BA Colloquium II	100
Total Units	1300

Summary of General Community Project (CP2) Requirements

Foundational requirements (above) including general foundations option course	600
5 general electives from CEGU-approved course list	500
CEGU 29901 Community Projects I: Concept, Planning and Research	100
CEGU 29902 Community Projects II: Assessment, Communication and Presentation	100
Total Units	1300

MAJOR DECLARATION

Students may begin taking courses in a major at any time (including their first quarter). However, the deadline to declare the Environment, Geography, and Urbanization major is the first week of the Spring Quarter in the third year. Students must complete a course of study form (<https://cegu.uchicago.edu/undergraduate-studies/cegu-major-minor/petitions-and-forms/>) and meet with the CEGU student affairs administrator or other CEGU faculty/staff in order to declare the major.

HONORS

In addition to a minimum GPA of 3.25 overall, and 3.7 in the major, students must complete either the BA Thesis or Community Project (CP2) track and receive a high pass grade to receive honors for the major. The Capstone Course track is not eligible for honors.

TRANSFER CREDIT

No credit from Advanced Placement (AP) exams can be used in the major. Up to four courses taken outside the University of Chicago may be counted towards the CEGU major, contingent on approval by the College and Director of Undergraduate Studies. Students planning to take courses outside the University are urged to consult with the Director of Undergraduate Studies as they formulate their plans. Students should also consult with their College adviser to be sure that they understand the University's procedures for transfer credit. Refer to Transfer Credit (<http://collegecatalog.uchicago.edu/thecollege/transfercredit/>) for more information.

ENVIRONMENT, GEOGRAPHY, AND URBANIZATION MINOR REQUIREMENTS

Students who elect the minor program in Environment, Geography, and Urbanization (CEGU) should meet with the Student Affairs Administrator before the end of the Spring Quarter of their third year to declare their intention to complete the minor and select appropriate courses. The approval of the program director for the minor program should be submitted to a student's College adviser by the deadline above on the Consent to Complete a Minor Program (https://cpb-us-w2.wpmucdn.com/voices.uchicago.edu/dist/a/1176/files/2019/04/Consent_Minor_Program-26nrq41.pdf) form, available online or from the College adviser.

Courses in the minor (1) may not be double-counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of CEGU Minor Requirements

Choose three of the following:		300
CEGU 20001	Climate Change, Environment, and Society	
CEGU 20002	The Politics of Environmental Knowledge	
CEGU 20003	Global Environmental Change	
CEGU 23517	Pixels, Planet, Power: Visualizing Urban & Environmental Change	
Three electives chosen from CEGU-approved list		300
Total Units		600

PETITIONS AND FORMS

CEGU offers a wide variety of courses each quarter, and students are strongly encouraged to take CEGU parented and cross-listed courses to fulfill the requirements of the major. In some instances, courses that originate outside of CEGU can be used to fulfill the course requirements of the major. To receive credit for non-CEGU courses, you must complete the petition form on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/cegu-major-minor/petitions-and-forms/>).

Petition guidelines:

- Petitions must include a course description, a syllabus, and a statement of purpose that addresses the value of the course for the student's proposed course of study. These documents can be attached, in addition to the College petition form (<https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/General%20Petition%20revised%209.28.21.pdf>), through the form portal on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/cegu-major-minor/petitions-and-forms/>).
- Generally, no more than two petitions per student will be approved.
- Students cannot petition courses to fulfill foundations or methods requirements.
- CEGU minors may not petition for outside courses to count toward the CEGU minor.

Questions about petitions can be directed to tconway@uchicago.edu. It is recommended that students request information regarding petition eligibility prior to enrolling in a course; this also applies to study abroad courses. Petitions must be submitted via the website (<https://cegu.uchicago.edu/undergraduate-studies/enst-major-minor/petitions-and-forms/>) portal during the two quarterly review windows.

The deadlines for all program petition submissions each quarter are:

- Friday of second week by 11:59 p.m. CT
- Friday of eighth week by 11:59 p.m. CT

No petitions will be reviewed outside of these windows.

EMAIL LIST

Students majoring, minoring, or interested in Environment, Geography, and Urbanization should subscribe to our email list (<http://eepurl.com/gLQL49/>) to receive announcements concerning courses, internships, fellowships, and other information connected with the major.

IMPORTANT DATES AND DEADLINES

All important dates and deadlines can be found on the CEGU website (<https://cegu.uchicago.edu/undergraduate-studies/>).

COMMITTEE ON ENVIRONMENT, GEOGRAPHY AND URBANIZATION COURSES

CEGU 10200. **Latin America in/at Chicago. 100 Units.**

This course explores the city of Chicago's Latin American and Caribbean roots by considering hemispheric connections, both in the city at large and at the University of Chicago. Students will analyze 1) the ways Latin(e/x) American actors have participated in and shaped Chicago's political economy, 2) how Latin(e/x)s on both sides of the US-Mexico border have impacted and been impacted by social thought at the University of Chicago, 3) the collection and display of Latin American material culture in several of the city's museums, and 4) Latin(e/x) American civil and human rights activism in the city. The course will move through the city chronologically as well as geographically over the long twentieth century.

Instructor(s): Schwartz-Franisco, Diana Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago." Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): LACS 10200, CHST 10200, ANTH 10200, RDIN 10200, HIST 17910

CEGU 10201. **Immigrant Chicago. 100 Units.**

Since the early 1900's, thousands of Latin Americans have made Chicago their home. Today, approximately one-third of Chicagoans trace their roots to Latin America. These significant demographic flows raise critical questions: Why have Latin Americans moved to Chicago? How have they adapted to the city? How have they influenced it? This course will expose students to the latest social science research on contemporary immigration with a strong focus on Latinos in Chicago. We will explore its origins, adaptation patterns, and long-term effects on our city. To explore the Latino experience in Chicago, the course will focus on three communities: Mexicans, Puerto Ricans, and Venezuelans. These three groups migrated to Chicago during distinct periods, with Mexicans arriving in the early 1900s, Puerto Ricans in the 1940s, and Venezuelans in 2023. This temporal variation will enable us to investigate how the evolving social, economic, and political conditions in Chicago have influenced immigrants' experiences.

Instructor(s): Flores, René Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago." Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): LACS 10201, CHST 10201, ANTH 10201, RDIN 10201

CEGU 10202. **Latinx Arts in Chicago. 100 Units.**

This course is an overview of the Latinx arts in Chicago. It explores artworks and artmaking as documents and critical fictions created in response to the social realities of urban Latinx populations in the U.S. and in Chicago in particular. It challenges students to think about (Latinx) art and the humanities under two modalities: as privileged arenas for understanding experience and exploring the values that guide a society, and as economic engines and instruments of political intervention. The course pursues these objectives through the study of the Latinx arts in Chicago, and through immersive engagements with local institutions where Latinx art operates (as historical object, as tool for social change, as fruit and seed of creative process, as instrument for economic development). Using the work of Latinx artists, curators, filmmakers, and other cultural brokers based in Chicago, the course studies artworks in the context of the social realities that gave rise to these works.

Instructor(s): Delgado Moya, Sergio Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago." Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): CHST 10202, RDIN 10202, LACS 10202, ANTH 10202

CEGU 13132. **Ecology in the Anthropocene. 100 Units.**

This course emphasizes basic scientific understanding of ecological principles that relate most closely to the ways humans interact with their environments. It includes lectures on the main environmental pressures, notably human population growth, disease, pollution, climate change, habitat destruction, and harvesting. We emphasize the ongoing impacts on the natural world, particularly causes of population regulation and extinction and how they might feedback on to humans. Discussion required.

Instructor(s): T. Price Terms Offered: TBD. Not offered AY 25-26.

Prerequisite(s): BIOS 10130 or BIOS 10140. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.

Equivalent Course(s): BIOS 13132

CEGU 14776. International Environmental Policy. 100 Units.

This course will serve as an introduction to the origins of the international community's focus on environmental issues, as well as a study of the issues and challenges faced by the nations of the world in the present time. The diverse methods used by countries to address different issues will be examined and analyzed for their effectiveness and lasting impact. Issues such as climate change, relocation, population issues (relating to both increases and decreases), environmental rights, and the ozone layer will be among those explored, with attention as well to the efforts of non-governmental organizations in developing solutions. A significant portion of the course will focus on how regional associations of nations (European Union, Organization of American States, etc.) address continent-specific challenges on a unified basis, with particular case studies of leading nations in each instance that are using innovative techniques to seek solutions beneficial to the people of their nation and region.

Instructor(s): Raymond Lodato Terms Offered: Summer. Pre-College summer course.

Note(s): Pre-College course

CEGU 20001. Climate Change, Environment, and Society. 100 Units.

Against the backdrop of 21st-century planetary emergencies, this discussion-based course will investigate how natural and anthropogenic climate change have influenced historical relationships between humans and their environments. Organized chronologically, the course's three thematic units will focus on: (1) natural variations in regional climates before the advent of fossil fuels; (2) the emergence of greenhouse gases as a result of fossil fuel dependency, technology, and infrastructure; and (3) climate change science and global politics. Students will employ historical methods to explore periods of social, political, economic, technological, and ecological transformation, including but not limited to: the rise and "collapse" of Central American populations; European exploration and the Little Ice Age; colonization, Indigenous dispossession, and slavery in the Atlantic World; the Industrial Revolution and the entrenchment of global fossil fuel systems; population growth, (sub)urbanization, and the Great Acceleration of the mid-20th century; and the emergence of modern climate change science and denialism. Required texts consisting of scholarly book chapters and journal articles will be used to contextualize and critically analyze a variety of historical documents.

Instructor(s): Christopher Kindell Terms Offered: Autumn Spring

Note(s): Students who have taken ENST 21201: Human Impact on the Global Environment may not enroll in this course.

Equivalent Course(s): HIST 25031, GLST 21001

CEGU 20002. The Politics of Environmental Knowledge. 100 Units.

How has "nature" been understood and investigated in the modern world? Building upon diverse approaches to environmental history and philosophy, the history of science, and cultural studies, this discussion-based course surveys the major frameworks through which the environment has been understood, investigated, and transformed since the origins of global modernity. Because of its outsized impact (intellectually and materially) on the globe, North American environmentalism and understandings of nature are used as our point of departure. Starting with debates about what to name our current epoch, the course approaches shifting definitions of environmental knowledge through decreasing scales of analysis, from the global, to communities and ecosystems, to species and individuals, ending with the microscopic. The course asks questions such as: What historical and cultural trends shape our current understandings of nature and the environment? At what scales can and should we intervene to shift the ways we know and interact with the natural world? How and to whom should the answers to these complex questions be communicated?

Instructor(s): Mary Beth Pudup Terms Offered: Autumn Winter

Equivalent Course(s): GLST 21002, HIST 25032

CEGU 20003. Global Environmental Change. 100 Units.

Critical examination of contemporary environmental crises requires deep immersion in key fields of environmental science that illuminate how societal processes have transformed the earth system. This course considers the genealogy of environmental problems in the modern world with reference to, among other core issues, the role of global land-use change, fossil energy, and waste production in climate change, biodiversity loss, water and soil contamination, and infectious disease transmission. The course introduces students to the major elements of earth system science and the study of global land-use change, with particular attention to key theoretical paradigms, methodological approaches, and forms of environmental and spatial data. Students will also gain familiarity with key fields of earth systems research such as the carbon cycle, hydrological processes; the physics and chemistry of the oceans and the atmosphere; the histories and geographies of carbon emissions; and planetary boundaries.

Instructor(s): Sol Kim Terms Offered: Spring Winter

CEGU 20061. Ancient Landscapes I. 100 Units.

This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various

techniques and analyses covered will be applied to sample archaeological data and also to data from a region/ topic chosen by the student.

Instructor(s): Mehrnoush Soroush Terms Offered: Autumn

Equivalent Course(s): ANTH 26710, NEAA 20061, GISC 30061, ANTH 36710, CEGU 30061, NEAA 30061, GISC 20061

CEGU 20062. Ancient Landscapes II. 100 Units.

This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/ topic chosen by the student.

Instructor(s): Mehrnoush Soroush Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): GISC 30062, ANTH 36711, NEAA 20062, GISC 20062, ANTH 26711, NEAA 30062, CEGU 30062

CEGU 20101. Chicago: City of Futures. 100 Units.

This class - an introduction to Chicago's history - uses William Cronon's framing of Chicago in Nature's Metropolis to explore how the concept of abundance shaped both cultural ideals and the material development of the city and its hinterland. Never-ending fields of wheat not only spurred the creation of the futures market, but also an ideology of growth to actualize imagined futures. Acres of rubble from the great Fire of 1871 made way for higher density living, mass retail, and new centers of wealth and power. The prospects of home ownership and steady industrial employment made the impossible possible for people from across the world. 1893's White City, bathed in electric light, presaged more beautiful and modern forms of urban life. Working men and women taking direct action through strikes and organizing built economic and social mobility. The promise of "streets paved with gold" drew hundreds of thousands of Southerners to the city, bringing new art and culture but also opening new divisions. Cows and hogs, rails and steel gave way to towers of concrete and glass. Together, we will explore key questions: How, historically, did Chicagoans approach unknown futures? How did they create social connections, labor ideology, art, entertainment, and hope within their lives? How did events beyond their control shape and frame their outlook? How did the people of Chicago understand their own future, and how did these understandings, in their turn, shape Chicago?

Instructor(s): Foster, Nicholas D. Terms Offered: Autumn

Note(s): This course will incorporate guest speakers, excursions into the city, and other experiential learning. Some opportunities may take place in the evening, on Friday afternoons, or on weekends.

Equivalent Course(s): CHST 20101, HIST 27725

CEGU 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): R. Vargas Terms Offered: Spring

Equivalent Course(s): GEOG 22700, ARCH 20104, SOSO 25100, SOCI 20104, CHST 20104

CEGU 20150. Sustainable Urban Development. 100 Units.

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective. In this course we examine how the development in and of cities - in the US and around the world - can be sustainable, especially given predictions of a future characterized by increasing environmental and social volatility. We begin by critiquing definitions of sustainability. The fundamental orientation of the course will be understanding cities as complex socio-natural systems, and so we will look at approaches to sustainability grouped around several of the most important component systems: climate, energy, transportation, and water. With the understanding that sustainability has no meaning if it excludes human life, perspectives from both the social sciences and humanities are woven throughout: stewardship and environmental ethics are as important as technological solutions and policy measures.

Instructor(s): Evan Carver Terms Offered: Autumn Spring

Equivalent Course(s): GLST 20150, PBPL 20150, ARCH 20150

CEGU 20151. Environmental Histories of the Pacific. 100 Units.

The Pacific Ocean is the world's largest geographic feature. It spans 64 million square miles, is encircled by 83,000 miles of coastline, contains 25,000 islands, and is home to one-third of the Earth's human population. European and American explorers of the 18th century deemed the Pacific an immense and restrictive void; historians of the late-20th century echoed such sentiments when referring to the Pacific as "Earth's Empty

Quarter." Recent scholarship has sought to reframe the Pacific as a constellation of overlapping "worlds" by charting interconnected patterns of human mobility, ecological exchange, economic development, and environmental destruction. Focusing on the past 250 years, this discussion-based research seminar will adopt micro-historical, comparative, and transnational methods to examine the environmental histories of three Pacific worlds: Australasia; Micronesia, Melanesia, and Polynesia; and the Northeastern Pacific. Throughout the course, we will investigate how race, ethnicity, gender, class, politics, and health shaped and were shaped by large-scale socio-environmental processes across these regions. Thematic topics include Traditional Environmental Knowledge; Euro-American exploration and settler colonization; environmental extraction and degradation; agricultural, industrial, and urban development; labor migration and commercial growth; disease transmission and demographic change; and imperial expansion, scientific experimentation, and tourism.

Instructor(s): Christopher Kindell Terms Offered: Spring

Equivalent Course(s): HLTH 20151, GNSE 22151, HIST 25030, HIPS 20151, CEGU 30151, GLST 25151

CEGU 20154. Class, Race and Urban Space: producing the city. 100 Units.

Class and race are through lines in the determinative processes that produce and transform urban space and inform conceptual models of urban growth and change. This lecture course examines historical geographies of class and race relations in crucial arenas of urban life like employment, housing, public space and urgently during the contemporary era, climate change. A recurring theme we will explore is how Chicago's experience has shaped the field of urban studies across a range of thematic and conceptual domains.

Instructor(s): Mary Beth Pudup Terms Offered: Winter

Equivalent Course(s): ANTH 20154, RDIN 20154, CHST 20154

CEGU 20160. Cities on Screen. 100 Units.

How do the movies shape our collective imagination about cities? Why do we so often turn to them for visions of disaster and dystopia, on the one hand, or a futuristic utopia on the other? How has film responded to cities in the past, and how can it help investigate our present urban condition? How can film be understood as a tool for exploring what a city is? In this seminar, we will watch and discuss feature films in which the built environment or urban issues play important roles. Students will improve their film literacy -- learning not just what a film does but how it does it -- and understand applications for film in the analysis of social, spatial, temporal, and immersive phenomena, as well as how it can help inspire and communicate design more effectively.

Instructor(s): Evan Carver Terms Offered: Spring

Equivalent Course(s): ARCH 20160, GLST 20160

CEGU 20164. Exhibiting the Environmental Humanities: Curatorial Practicum. 100 Units.

Collaboratively, students in this course will design and mount an exhibition based on research in the Environmental Humanities. Students will explore not just the exhibition's content and historical contextualization but think through critical questions about choices made in the collecting and display of selected objects as well as examine the history of exhibitions in the United States. Drawing on methods from museum studies, art history, history, environmental studies, and others, students will develop interdisciplinary approaches to research and practice communicating humanistic inquiry to general audiences. In the Fall 2024 Quarter, Students in Exhibiting the Environmental Humanities will have the opportunity to collaborate with the Sterling Morton Library at the Morton Arboretum to tell the story of May Theilgaard Watts, an early environmental educator at the Arboretum, naturalist, author, and UChicago alumna.

Instructor(s): Jessica Landau Terms Offered: Autumn

Equivalent Course(s): CHST 20164, ARTH 20164

CEGU 20180. Writing the City. 100 Units.

How do great writers convey sense-of-place in their writing? What are the best ways to communicate scientific and social complexity in an engaging, accessible way? How can we combine academic rigor with journalistic verve and literary creativity to drive the public conversation about urgent environmental and urban issues? These are just some of the questions explored in WRITING THE CITY, an intensive course dedicated to honing our skills of verbal communication about issues related to the built and natural environments. Students will research, outline, draft, revise, and ultimately produce a well-crafted piece of journalistic writing for publication in the program's new annual magazine, Expositions. Throughout the quarter we will engage intensely with a range of authors of place-based writing exploring various literary and journalistic techniques, narrative devices, rhetorical approaches, and stylistic strategies.

Instructor(s): Evan Carver Terms Offered: Autumn

Prerequisite(s): At least one CEGU or ARCH course; or one PBPL, ARTH, ANTH, or SOCI course with an urban focus; or instructor permission. Please contact ehc@uchicago.edu with questions.

Note(s): Restricted to 3rd and 4th years.

Equivalent Course(s): CEGU 30180, ARCH 20180

CEGU 20198. Biodiversity. 100 Units.

Section 1. Students will review the three biodiversity levels, i.e., genetic, species, and ecosystem, using a systemic approach to appraise the complex network of interactions among living organisms on our planet. During the course, students will survey the main taxonomic groups, such as archaea, bacteria, single-celled eukaryotes, fungi, plants, and animals, to identify their defining characteristics, describe their evolutionary origin, and evaluate their role in ecosystems. Students will integrate knowledge and analytical tools to assess the biodiversity in their neighborhoods, as well as differentiate parameters that impact distribution and abundance of organisms

in their local ecosystems. Section 2. This course presents an overview of the diversity of living organisms, including archaea, bacteria, single-celled eukaryotes, fungi, plants, and animals, with an emphasis on their evolutionary histories, relationships, and the biological and evolutionary implications of the characteristic features of each group. We will explore how these different lineages have evolved remarkable solutions to challenges in locomotion, metabolism, and life in extreme environments. Work in the lab will take advantage of the diversity of organisms that live around, or are maintained at, the Marine Biological Laboratory at Woods Hole, MA.

Instructor(s): Section 1: O. Pineda, C. Andrews; Section 2: A. Gillis. Terms Offered: Spring, L. Section 1 will be taught on the Chicago campus. Section 2 will be taught during Spring Quarter at MBL in Woods Hole, MA (<https://college.uchicago.edu/academics/mb1-spring-quarter-biology>)

Prerequisite(s): BIOS 20153 for Biological Sciences majors; not required for GeoSci majors or students taking BIOS 20198 as part of a general education sequence.

Equivalent Course(s): BIOS 20198

CEGU 20201. Grünes Deutschland. 100 Units.

Over the past three decades Germany has become a global leader in environmentalism and sustainability practices. This course develops students' proficiency in all four skills (speaking, listening, reading, writing) and reviews basic grammar while exploring various aspects of "Green Germany," from recycling and transportation to renewable energies (die Energiewende) to the history of the green movement. We investigate environmental practices and attitudes in German-speaking countries while comparing them with those in the US and other countries. In doing so, we consider whether environmental practices in German-speaking countries represent positive and feasible models for other countries. Students work with authentic and current materials (articles, websites, videos) and pursue a variety of independent projects (research, creative), including a final project on how to make the university campus more sustainable.

Terms Offered: Autumn Spring Winter

Prerequisite(s): Prerequisite(s): GRMN 20100 or placement exam

Equivalent Course(s): GRMN 20201

CEGU 20253. Introduction to Spatial Data Science. 100 Units.

Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source GeoDa software.

Instructor(s): L. Anselin Terms Offered: Autumn

Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary

Equivalent Course(s): GISC 30500, SOCI 30253, GISC 20500, SOCI 20253, MACS 54000

CEGU 20300. The Economics of Climate Change and Energy. 100 Units.

This course covers relevant portions of introductory microeconomics and economic issues associated with climate change and energy using the problems of climate change and energy to illustrate basic economic concepts. It also introduces students to tools for mitigating emissions, such as taxes, subsidies, regulation, and quantity controls. As with the climate science course, this course requirement could be satisfied with one or more advanced economics courses.

Instructor(s): Conor Carney Terms Offered: Winter

Equivalent Course(s): CCSG 20300

CEGU 20336. Researching Chicago's Historic Parks and Neighborhoods. 100 Units.

Often described as a "City of Neighborhoods," Chicago has a fascinating network of community areas that were shaped by historical events and developments. Many of the city's neighborhoods include parks that have their own significant architectural, landscape and social histories. The class will introduce students to some of Chicago's most interesting historic neighborhoods and parks; expose them to key regional digital and on-site archives; and instruct them in appropriate methodologies for conducting deep research on sites and landscapes, with a special focus on Chicago's historic park system. Students will utilize an array of resources including Sanborn maps, US Census records, historic plans, photographs, and archival newspapers to provide in-depth studies of unpreserved sites. The course will also expose students to historic preservation policies, methodologies, and guidelines to provide practical strategies for preserving lesser-known places and sites. As a Chicago Studies class, its pedagogy will also include excursions into the city, engagement with local guest speakers, and research in relevant Chicago-area archives/special collections.

Instructor(s): Bachrach, Julia Terms Offered: Winter

Note(s): This special class is offered in conjunction with the University's ongoing commemoration of the 200th anniversary of the birth of Frederick Law Olmsted, the father of American landscape architecture. Olmsted and his sons, the Olmsted Brothers, had a substantial influence on the city's South Side, including the University's campus and the development of small parks that provided services to dense immigrant neighborhoods in the early 20th century. The class will include field trips during some Friday class sessions.

Equivalent Course(s): CHST 20336, ARCH 10336, ARTH 20336, HIST 27312

CEGU 20412. Climate Fiction, Modernism, and the Future. 100 Units.

What does it mean to think of climate change as a problem for the art of storytelling? Fiction writers have long explored how environmental crises also demand new ways of crafting artful narratives. Before climate change was widely recognized as a civilizational threat, early-twentieth-century writers like E. M. Forster and H.G. Wells imagined this threat in their early science fiction and linked it to the dynamics of capitalism. And as the modernist writer Virginia Woolf elevated fiction to a high art form, she developed narrative techniques that probed the growing estrangement between modern subjects and the natural world. This course reads these groundbreaking writers as forebears of contemporary "climate fiction"-fiction about climate change. Tracing a trajectory of Anglo-American climate fiction from the late nineteenth century to the present, we read Forster, Wells, and Woolf alongside contemporary writers such as Ben Lerner, Jeff VanderMeer, and Kim Stanley Robinson. As we examine how these novels render environmental crises intelligible-through stories that range from the despairing to hopeful, the surreal to realist-we consider how contemporary literary fiction and genre fiction can take up the modernist imperative to "make it new." Readings include critical theory, modernist aesthetics, and ecocriticism by thinkers like Karl Marx, Marshall Berman, Perry Anderson, Amitav Ghosh, Darko Suvin, and Dipesh Chakrabarty.

Instructor(s): Christopher Gortmaker Terms Offered: Spring

Equivalent Course(s): ENGL 10412

CEGU 20506. Cities, Space, Power: Introduction to urban social science. 100 Units.

This lecture course provides a broad, multidisciplinary introduction to the study of urbanization in the social sciences. The course surveys a broad range of research traditions from across the social sciences, as well as the work of urban planners, architects, and environmental scientists. Topics include: theoretical conceptualizations of the city and urbanization; methods of urban studies; the politics of urban knowledges; the historical geographies of capitalist urbanization; political strategies to shape and reshape the built and unbuilt environment; cities and planetary ecological transformation; post-1970s patterns and pathways of urban restructuring; and struggles for the right to the city.

Instructor(s): N. Brenner Terms Offered: Winter

Prerequisite(s): Mandatory for students to attend a Friday discussion section

Equivalent Course(s): ARCH 20506, MAPS 30506, HIPS 20506, PLSC 20506, SOCI 20506, SOCI 30506, PLSC 30506, CHST 20506, CCT 30506, PPHA 30506, CHSS 30506, KNOW 30506

CEGU 20510. Sensory Worlds. 100 Units.

What does it mean to make sense of sense? We experience the world through taste, hearing, touch, sight, and smell in multisensory ways. This course examines how the senses help establish, maintain and transform social orders and hierarchies. We will read philosophical, social theory, and anthropological texts, including ethnographies, and we will consider how sensory experience varies between and across contexts as well as with them. We will also consider the stakes of sensory difference and how we might talk about sensory justice. And, as a class on the senses, we will also engage in sensory experiments and exercises, and sensorial ways of writing.

Equivalent Course(s): CHDV 30599, CHDV 20510, SOCI 20623

CEGU 20521. Sociology of urban planning: cities, territories, environments. 100 Units.

This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of "planning" and "urbanization," we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future.

Instructor(s): N. Brenner Terms Offered: Winter

Equivalent Course(s): PLSC 30521, SOCI 20521, PPHA 30521, PBPL 20521, PLSC 20521, ARCH 20521, CHST 20521, KNOW 30521, GEOG 20521, SOCI 30521

CEGU 20700. Global Health, Environment, and Indigenous Futures. 100 Units.

The global coronavirus pandemic has made evident the significance of ecological (im)balances for the well-being of societies. The relationship between structural inequalities, changing environments and health, especially for historically and socio-economically marginalized communities, is now well established. At the same time, a growing body of literature links the material conditions of marginalized communities-for instance, spaces of dwelling and conditions of labor-to health status, globally. Based on a set of interdisciplinary literature arranged through anthropological theories, this course will critically engage with notions of health and well-being for indigenous communities, tracing injustices that stem histories of racial, caste- and ethnicity-based, and environmental exclusions. The readings are organized around one central question: What does it mean to be indigenous in a changing planet where social, political, and economic systems are marked by enduring legacies of systemic violence? This graduate and undergraduate level course will introduce contexts within which structural exclusions lead to ill-health and loss of well-being among indigenous communities across the globe. The aim is to develop critical thinking on the political economy and political ecologies of indigenous health as imbricated with issues of social, economic, and environmental justice.

Instructor(s): Sanghamitra Das

Equivalent Course(s): CHDV 30750, SALC 32704, CEGU 30700, ANTH 30700, RDIN 30700, RDIN 20700, SALC 26501, CHDV 20700, ANTH 20700

CEGU 20701. Climate Change: Law and Ethics. 100 Units.

Climate change raises central issues of justice and morality. Some countries or places have emitted far more carbon dioxide than other countries or places. The most vulnerable places are often poor and have had relatively low emissions. In addition, because carbon dioxide stays in the atmosphere for centuries, decisions today affect people who will be alive in the distant future. This course will address issues of justice and climate change, exploring what obligations of people living in one country or time have to people living in other countries or times. We will ask what the resolution of those issues means for policies to address climate change. Students should be prepared to take all sides of these issues, including positions that they are deeply uncomfortable with. Instructor(s): David Weisbach Terms Offered: Autumn

Equivalent Course(s): SSAD 20700, CCSG 20700

CEGU 20806. Remaking the Prairie: The Cultural Politics of Ecological Restoration. 100 Units.

This course uses the Midewin National Tallgrass Prairie as a case study to understand the environmental and cultural challenges of ecological restoration. In essence, we will look at the Midewin as an environmental humanities problem, asking the questions: What does it mean to restore a landscape or an ecosystem? What values or biases are in place in ecological restoration and how do we overcome them? The Midewin National Tallgrass Prairie, managed by the US Forest Service, is a restored prairie on the former site of the WWII era Joliet Army Ammunition Plant. Throughout the September Term, we will visit the site several times to meet with Forest Service employees, participate in environmental restoration work, collect data for ecological studies, and learn more about the complicated history of the prairie and efforts to restore it. Analysis of the Midewin National Tallgrass Prairie and ecological restoration more broadly will be done from an interdisciplinary lens that takes seriously the sometimes-competing stakes of indigeneity, agriculture, settler colonialism, ecology, history, militarism, and recreation, among others.

Instructor(s): Jessica Landau Terms Offered: Summer

Equivalent Course(s): CHST 20806, HIPS 20608

CEGU 21014. Toxic Chicago. 100 Units.

In this field trip-rich course, students will learn about Chicago's many toxic environments, focusing in particular on fallout from the city's industrial past and on racialized, unequal distributions of harmful exposure. We will ask: What is unique (and not unique) about the way that Chicago's toxic geography has been shaped by environmental racism? What happens when we think about toxicity on different temporal and geographical scales, from molecule to neighborhood to international corporation, from a day in the life to deep time? How does this trouble everyday ideas about cause and effect, responsibility and liability? And finally, what unique challenges are presented by the difficulty of producing scientific knowledge about toxic environments, especially when it comes to environmental justice activism or other attempts at change-making? We will visit former Superfund sites, city history museums, industrial processing facilities, and environmental justice non-profits, among other sites. Readings will be drawn from environmental anthropology, STS, Black studies, Native studies, and the history of science, and will forefront scholarship about Chicago. Excerpts from final projects will be collected together into a (physical) zine that will be distributed guerilla-style around the city.

Instructor(s): Reed McConnell

Equivalent Course(s): RDIN 21014, HIPS 21014, ANTH 21014, CHST 21014, HLTH 21014

CEGU 21025. Climate Crossroads: Policy, Diplomacy, and the Global Future. 100 Units.

The world's atmosphere and oceans are rapidly warming—the result of human economic progress fueled by fossil fuels and other greenhouse gas emissions. A 2018 analysis by the Intergovernmental Panel on Climate Change concluded that stabilizing the atmosphere requires reaching "net zero" emissions, where as much greenhouse gas is removed from the atmosphere as is emitted. Achieving this demands a transformation of the global economy on a scale without historic precedent. This course begins by describing the nature and complexity of the climate policy challenge. It then explores the policy levers available to governments at both national and international levels to address it. The course considers perspectives from wealthy, advanced economies—historically the largest source of emissions—as well as emerging economies with significant development needs and rising emissions. It reviews the international framework for cooperation and negotiation on climate change through the United Nations Framework Convention on Climate Change. Finally, students will examine the challenges democratic societies face in maintaining public consensus on climate action, focusing on shifting U.S. policy frameworks. The course will be taught by three experienced practitioners: the White House lead on climate policy in the Obama and Biden Administrations, the former Foreign Minister of Pakistan, and the U.S.'s longtime lead negotiator at the UNFCCC and other international treaty negotiations.

Instructor(s): John Podesta, former White House Chief of Staff and Senior Advisor for International Climate Policy; Hina Rabbani Khar, former Foreign Minister of Pakistan; Sue Biniaz, Principal Deputy Special Envoy for Climate at the U.S. State Department; and Conor Carney Terms Offered: Autumn

Note(s): This course can count towards the Politics, Economics, and Society specialization in for the Climate and Sustainable Growth major.

Equivalent Course(s): GLST 21025, PBPL 21025, CCSG 21025, ECON 26740

CEGU 21406. Britain 1760-1880: The Origins of Fossil Capitalism. 100 Units.

Britain rose to global dominance after 1760 by pioneering the first fossil-fuel economy. This course explores the profound impact of coal and steam on every aspect of British society, from politics and religion to industrial capitalism and the pursuit of empire. Such historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through direct comparison with Victorian energy use. How much does the modern world owe to the fossil capitalism of the Victorians? Assignments include short essays that introduces students to primary sources (texts, artifacts, and images) and a longer paper that examines in greater depth a specific aspect of the age of steam.

Instructor(s): F. Albritton Jonsson Terms Offered: Spring

Equivalent Course(s): CHSS 31406, HIPS 21406, CEGU 31406, HIST 21406, HIST 31406

CEGU 21501. Theory and Practice in Environmental Organizing and Activism. 100 Units.

This course explores how organizations-civic, private, governmental-working in the field of environmental advocacy construct, deploy and are shaped by distinct discourses governing relationships between nature and society. The environment is a field of social action in which organizations attempt to effect change in large domains like resource conservation, access, stewardship, and a basic right to environmental quality in everyday life. The work of effecting change in these complex domains can assume a variety of forms including public policy (through the agencies of the state), private enterprise (through the agency of the market), 'third sector' advocacy (through the agency of nonprofit organizations) and social activism (through the agency of social movements and community organizations). State, market, civil society and social movement organizations are where ideas are transmitted from theory to practice and back again in a recursive, dialectical process. These contrasting forms of organization have different histories, wellsprings and degrees of social power. Moreover, they bring different epistemologies to their claims about being legitimate custodians of nature-that is to say they can be understood genealogically. As such, organizations working to effect environment change are at once animated by and constitutive of distinct discourses governing the relationships between nature and society. The course explores how those distinct discourses are associated with a suite of different organizational realms of social action; the goal is trying to connect the dots between discursive formations and organizational forms.

Instructor(s): Mary Beth Pudup Terms Offered: Winter

Note(s): This course counts towards the ENST 4th year Capstone requirement.

Equivalent Course(s): HMRT 21501, CEGU 31501, RDIN 21501, SSAD 41501, SSAD 21501, GLST 21501, MAPS 31101

CEGU 21502. Problems of Community. 100 Units.

Communities can be considered the locus of social problems and the wellspring of solutions to social problems. Communities are the "object of study" in social science research and communities often fiercely struggle for their own self-representation. This course examines social science approaches to the study of community, many of them pioneered in Chicago, and considers how the concept of community is invoked and deployed to draw boundaries of belonging and exclusion.

Instructor(s): STAFF Terms Offered: Winter

CEGU 21503. Practicing Community Studies. 100 Units.

What does it mean to "study the community" and what knowledge can be gained from that endeavor? This course explores epistemologies and ethics of engaging in community studies while developing skills, methods, and the requisite intellectual stance for learning in, about, and from contemporary communities in Chicago and beyond.

Instructor(s): STAFF Terms Offered: Spring

CEGU 21504. Promises of Urban Agriculture. 100 Units.

Food cultivation within the city-urban agriculture-is a vast and fascinating terrain of social practice associated with diverse historical geographies. The course examines urban agriculture as a global phenomenon with an intensely local presence by incorporating experiential education with Chicago-based projects that are exemplars in the contemporary urban food movement.

Instructor(s): Mary Beth Pudup Terms Offered: Spring

Equivalent Course(s): CHST 21504

CEGU 21710. Rocks, plants, ecologies: science fiction and the more-than-human. 100 Units.

Science fictional worlds are full of entities more familiar and perhaps less noticeable than the aliens that are often thought to typify the genre. Rock formations, plants, metallic seams, plastics, crystalline structures, nuclear waste and oozing seepages are among the entities that allow SF to form estranging questions about what it means to be in relation to others, what it means to live in and through an environment, and what it means to form relations of sustenance and communal possibility with those who do not or cannot return human care and recognition. Such questions about are urgent ones for thinking about climate catastrophe, capital, settler colonialism and endemic pandemics, as well as for thinking substantively about resistance and what life and livable worlds beyond the bleak horizons of the present could be. This class will engage science fiction (authors may include Ursula Le Guin, Vonda McIntyre, Kim Stanley Robinson, Nalo Hopkinson, Jeff Vandermeer and more) and environmental and social theory of various kind (authors may include Elizabeth Povinelli, Andreas Malm, Eduardo Kohn, James C. Scott, David Graeber, Jasper Bernes and more)

Instructor(s): Hilary Strang Terms Offered: Spring

Equivalent Course(s): MAPH 41710, ENGL 41710, ENGL 21710

CEGU 21720. Climate Change and Human Health. 100 Units.

Climate change is one of the greatest global health threats facing the world in the 21st century. Through this course, students will gain foundational knowledge in the health effects of climate change. We will begin with several lectures on climate science as it related to the patterns of weather extremes experienced by populations. We will then identify the varying health outcomes linked to different climate-related exposures, emphasizing the specific impacts in vulnerable and high-risk populations. Specific topics include the effects of air pollution, extreme heat and heat waves, droughts, tropical cyclones, changes in vector habitats, and sea-level rise. Finally, we will discuss strategies for public health practitioners to aid communities in preventing or alleviating these adverse effects.

Instructor(s): K. Burrows Terms Offered: Autumn

Prerequisite(s): PBHS 32100 or STAT 22000 or introductory statistics

Equivalent Course(s): CCSG 22501, HLTH 21720, CEGU 31720, PBHS 31720

CEGU 21730. Rewild, repair, restore! Science fictions of life-making in the aftermath. 100 Units.

Science fiction has long imagined human relations persisting and transforming on the ruined earth. Indeed, science fiction imaginaries offered horizons for human, and more-than-human, environmental and social restoration long before most cultural forms began to grapple with what we sometimes still call "climate change." This class reads science fiction (mostly American, from the 1960s-2020s), alongside environmental and social theory to begin to ask what it might take to live toward and in conditions of repair, and what repair and restoration seem to mean in our current moment. We will be particularly interested in where and how environmental restoration intersects with conceptions of social repair, collective life-building and liberation. What might repair require in scenes not only of environmental devastation, but of state violence, settler colonialism, racial capitalism and the uneven distribution of dispossession and loss? If restoration is a process and not a destination, what might the daily life under conditions of repair be? What possibilities for transformed collective life and relations might be opened up by processes of repair? What might not be repairable, or when and where might repair need to stop? We'll engage these questions and more by thinking and imagining with environmental theory, theories of settler colonialism and racial capital, feminist theories of reproduction, communication theory and science fiction.

Instructor(s): Hilary Strang Terms Offered: Spring

Note(s): Email the instructor directly for consent.

Equivalent Course(s): ENGL 21730, MAPH 41730, ENGL 41730, CEGU 41730

CEGU 21740. Ecology and Governance in Israel. 100 Units.

Ecological governance has emerged as an aspirational concept in recent years in political science, philosophy, and anthropology in response to concerns over the increasing likelihood of an unprecedented global ecological crisis as a result of human driven climate change. This course will trace the conceptual genealogy of ecological governance in Western and Eastern political theory and environmental history as it explores the political ecologies of Israel and the Middle East. In so doing, the course embarks on the assertion that environmental justice and the struggle for justice overall are inseparable challenges. Of central concern will be to understand how Israel's politics, culture, and history technological development together with its particular environmental conditions provide conceptual and methodological interventions into current and historical articulations of ecological governance. Note: Enrollment in this class is by consent only. Please request via the enrollment site (https://docs.google.com/document/d/1xHAMuCU9aaMNDmVa_14oxYQAqn9yfcaYIF-3RMk3pbE/edit?usp=sharing).

Instructor(s): Michael Fisch

Equivalent Course(s): ANTH 21740

CEGU 21751. Housing and Society: Precarity and Profit. 100 Units.

This course considers the way US society has approached housing and inequality in the past and present - from public housing and homelessness to suburbia, mobile homes, and beyond. Housing is the site and subject of policies, profit, ideologies, biases, regulations, activism, and reputations. The course overviews how each of these shape housing, which in turn shape inhabitants - particularly along lines of race, class, gender -, and what we can do to intervene. Drawing on theoretical approaches and empirical studies from the social sciences, this course offers an advanced focus on the inequality that pervades contemporary US housing, enabling students to understand how people are impacted by their homes.

Equivalent Course(s): SSAD 21750, ANTH 21750, CHST 21751, SOCI 20593, SOCI 30593, SSAD 41750

CEGU 21780. Thin Ice: Language, culture and environment in the Arctic. 100 Units.

The Arctic is currently undergoing cultural and political upheavals due to rapid climate change and global politics. In this course, we use an interdisciplinary perspective to examine the lives of Arctic peoples-Inuit, Sámi, Nenets and others-whose lives are being disrupted due to melting sea ice, forest fires, thawing permafrost, and rising temperatures. Climate change affects the food supply: hunting, fishing, and foraging are disrupted by unreliable ice and snow conditions, altered wildlife migration patterns, and changes in plant life; fish and sea mammals are loaded with toxins. Warming in the Arctic has resulted in new access to natural resources which have long been buried under snow and ice, but such access comes at a high cost, bringing in extractive industries and a host of security issues. We examine the causes and nature of these changes and the repercussions for Arctic peoples, with a particular focus on language and cultural change. We place a particular emphasis on adaptation and change in the face of increasing threats from climate change, resource extraction, and globalization, and the consequences for Indigenous and non-Indigenous communities and international relations. To understand the

complex interaction between human culture and the Arctic environment, we take a broad approach, considering language, literature, film and music, together with political analyses and discussions of human rights and current environmental science, and look for solutions.

Equivalent Course(s): LING 27180, SIGN 27180

CEGU 21800. Economics and Environmental Policy. 100 Units.

This course combines basic microeconomic theory and tools with contemporary environmental and resources issues and controversies to examine and analyze public policy decisions. Theoretical points include externalities, public goods, common-property resources, valuing resources, benefit/cost analysis, and risk assessment. Topics include pollution, global climate change, energy use and conservation, recycling and waste management, endangered species and biodiversity, nonrenewable resources, congestion, economic growth and the environment, and equity impacts of public policies.

Instructor(s): S. Shaikh Terms Offered: Autumn

Prerequisite(s): ECON 10000 or higher, or PBPL 20000

Note(s): Not offered in Autumn of the 2020-21 academic year.

Equivalent Course(s): ECON 16520, PBPL 21800

CEGU 22001. Climate and Collapse: Environmental Change and the Fate of Civilizations. 100 Units.

The "climate crisis" is upon us. Public warnings about global warming have been widely publicized since the mid-1970s. Multiple science and policy based analyses have provided a range of suggestions on how human societies must adapt to a world of accelerating climate change. But climate change and the profoundly related problems of environmental degradation and resource depletion that accompany that change are nothing new. This undergraduate seminar will explore past, present and projected future scenarios of climate change and its cascading effects on human civilization. We will analyze empirical cases of previous civilizational collapse driven, in great part, by climate change as documented in historical, archaeological and paleoecological records in Asia, Europe, and the Americas. We will pose questions about the relationship between natural and anthropogenic climate change, as well as closely intertwined stressors such as transformations in land use, biodiversity loss, and nutrient imbalances that have contributed to social and population dislocations over large expanses of space and time. After analyzing previous cases of societal collapse, the course will conclude with reflections on "what now?" How do we understand the physical and social consequences of climate change, and what steps can humanity take to avert, or, more likely, adapt to these transformational processes to avoid systemic civilizational collapse?

Equivalent Course(s): ANTH 22001

CEGU 22100. Disease, Health, and the Environment in Global Context. 100 Units.

Recent concerns about infectious diseases and the environmental determinants of health have attracted renewed attention to previous accounts of disease, many of which have significantly shaped human political, social, economic, and environmental history. Former examples include: respiratory diseases and sexually transmitted infections among Indigenous communities during the age of European exploration and colonial settlement; nutritional deficiencies resulting from the forced relocation and labor of enslaved Africans throughout the Atlantic World; "filth" diseases and urban sanitary reform during the Bacteriological Revolution; zoonotic diseases and pest control campaigns during imperial expansion projects across the Caribbean; and cancers borne of industrial pollutants in the modern era. Through readings, in-class discussions, and written assignments that culminate in a final project, students in this course will explore how natural and human-induced environmental changes have altered our past experiences with disease and future prospects for health. First, we will examine how early writers understood the relationship between geography, environment, hereditary constitution, race, gender, and human health. We will then analyze the symbiotic relationship among pathogens, human hosts, and their physical environments. Finally, we will explore how social factors and human interventions have influenced the distribution of infectious diseases and environmental health risks.

Instructor(s): Christopher Kindell Terms Offered: Winter

Equivalent Course(s): HIPS 22210, HLTH 22100, CEGU 32100, GLST 22101, HIST 25033, RDIN 22100

CEGU 22102. Methods in Environmental Humanities. 100 Units.

What are the environmental humanities and how do their approaches differ from those of other humanistic disciplines? In answering these questions, this course will equip students with tools to reckon with some of our planet's most pressing concerns, including climate change and biodiversity loss, and emphasize the importance of approaching these issues through an interdisciplinary lens that includes humanistic lines of inquiry. Throughout the course, students will explore different methods used in the environmental humanities to gain an understanding of this emergent discipline as well as learn tools and methods they can employ in their own scholarship. Rather than work on long term research projects, however, students will sample and practice a variety of approaches to environmental humanities research and apply them to targeted case studies. This will include approaches from fields such as art history, Indigenous studies, animal studies, comparative literature, and history, among others.

Instructor(s): Jessica Landau Terms Offered: Winter

CEGU 22211. Riding about the South Side. 100 Units.

This course is based on bicycling through the South Side neighborhoods surrounding the University of Chicago. There will be some readings, but the primary input will be from riding-from seeing things at street level and speaking with people who are committed to living in places that often have been abandoned by others. We can

read and theorize about the community surrounding us, but the premise in this class is that our work should begin with experience in that world, with direct contact and in conversation. My approach in this class is less to teach than to lead you to where things are waiting to be learned and to people who can teach you about their world better than I. Some of the themes we will cover include land rights and exploitation, architecture, town planning, placemaking, urban farming and ecology, sustainability, grass roots organization, labor rights and exploitation, immigration, social work, and street art. Each ride is organized around a set of key concerns and includes a conversation with a local insider who can help us better understand them.

Instructor(s): William Nickell

Note(s): This course includes weekend morning bicycle rides 2.5-3 hours in length. Weekend flexibility is required, rides happen on either Saturday or Sunday dependent on weather conditions.

Equivalent Course(s): CEGU 32211, ARCH 22211, CHST 22211, KNOW 22211

CEGU 22300. Sydney: Colonization, Health, and the Environment. 100 Units.

Colonial Sydney was both a site of British imperial experimentation and a crucial node in Pacific World networks of trade, migration, and disease transmission. Focusing on the period between the First Fleet's arrival in 1788 and Australian Federation in 1901, this September term course examines how encounters among Aboriginal Australians, British convicts, colonial officials, and East Asian and Pacific Island immigrants altered the social, environmental, and urban fabric of Sydney. What does Sydney's built environment tell us about the city's colonial past? What sociocultural, economic, and physical forces transformed Sydney from the traditional lands of the Eora people into Britain's most distant colonial outpost? How did the global importation and exploitation of people, plants, animals, and diseases reshape both the natural environment and human experience in this thriving Pacific seaport? What tensions emerged as colonial authorities sought to impose control over unfamiliar landscapes and diverse populations while pursuing broader imperial strategies? Students will explore such questions and develop essential skills in historical analysis and place-based learning through a series of in-class lectures, readings, and guided visits to many of Sydney's museums, heritage sites, and cultural landmarks. Excursions throughout Sydney and its surroundings will illuminate how colonial cities often developed as crucibles of contestation, environmental change, and imperial governance.

Instructor(s): Christopher Kindell Terms Offered: September Term

Equivalent Course(s): HLTH 22300, HIPS 22300

CEGU 22301. Digital Geographies of Climate Justice. 100 Units.

Struggles for climate and environmental justice are increasingly mediated by digital technologies and geospatial data, especially in the Global South. In Amazonia, for example, the plight of indigenous groups bearing the brunt of ecological dispossession and political violence by deforestation is frequently represented through remotely-sensed data showing time-series of canopy loss; in turn, these data are often prompted, groundtruthed, and mobilized by indigenous communities and affiliated activists in legal and political campaigns. In parallel, across the world ocean, countries across the Global South- from Papua New Guinea and Ecuador to Ghana- are partnering with watch-dog organizations using satellite imagery and GPS data to track illegal fishing and human rights abuses at sea, acting as an auxiliary ecological police force to identify and provide data to prosecute offending vessels. The proliferation of these digital geographic technologies and techniques pose a number of complex questions. Drawing on contemporary cases, experimental projects in "forensic" approaches to activism, and recent work in critical geography, aesthetics, STS, and political theory, this seminar will attempt to map out these digital geographies of climate justice as they emerge. The course will also involve introduction to entry-level remote sensing + GIS workflows (no prior experience required) in a pair of intensive workshops led by guest lecturers/practitioners.

Instructor(s): Alexander Arroyo Terms Offered: Spring

Note(s): Undergraduate/Graduate Course - only open to 3rd and 4th year undergraduate students. This course counts toward the 4th year ENST capstone requirement.

Equivalent Course(s): MAPH 32301, GLST 29301, CEGU 32301

CEGU 22302. Living with Animals: Urban Wildlife, People, and the City of Chicago. 100 Units.

Did you know that Chicago is home to one of the largest urban coyote populations in North America? Or that millions of migratory birds stop by the city's lakefront each year? Urban centers, like Chicago, are increasingly vital in their ability to support biodiversity as it declines in other habitats across the globe. Through site visits to centers that research and rehabilitate urban wildlife, discussions with wildlife biologists and urban planners, and firsthand observations of our wild neighbors, this course will explore what it means to live alongside animals in an urban setting. Readings and discussions will evaluate the environmental history of Chicago and the many species which call it home to understand how city parks, boulevards, and cemeteries have become thriving ecosystems. This historical background will serve as a foundation for students to think critically about the ways in which cities plan for their wild inhabitants. Using methods from the environmental humanities and animal studies, we will ask questions not only about the ways in which urban structures have impacted wildlife in Chicago, but also about how wild animals have shaped Chicago and its human inhabitants. The course will include site visits to and guest speakers from institutions like the Max McGraw Wildlife Foundation, US Army Corps of Engineers, DuPage County Conservation Center at Willowbrook Forest Preserve, the City of Chicago, Lincoln Park Zoo, and the Field Museum.

Instructor(s): Jessica Landau Terms Offered: September Term

Note(s): September Term course

Equivalent Course(s): ARCH 22302, CHST 22302

CEGU 22311. Berlin: Conflict, Community, and Sustainability. 100 Units.

Berlin: What makes a city? Who decides how a city grows and changes, and what criteria do they use - should it be beautiful, efficient, sustainable, open, just? How do economic systems and political ideologies shape urban development? What is the "right to the city," and what does it mean for city-dwellers to exercise it? These are just some of the questions we will seek to answer in our course, Berlin: Conflict, Community, and Sustainability. This is a September Term study abroad course. The program includes a side trip over a long weekend to the cities of Hamburg and Lübeck.

Instructor(s): Evan Carver Terms Offered: Summer

Prerequisite(s): Admission to Berlin: Conflict, Community, and Sustainability study abroad program.

Note(s): Study Abroad September Term AY 23-24

Equivalent Course(s): GRMN 22311

CEGU 22312. Cities, Nature and the Planet. 100 Units.

Cities face major challenges in addressing environmental risk and vulnerability, but also great opportunity to reconsider the design, planning and economic systems upon which they have traditionally relied. This course takes a contemporary look into how urbanization affects planetary health, focusing on cities as sites of global resource extraction, waste generation, biodiversity loss, and increasing social inequality and climate vulnerability; but also as centers of population, innovation and social organization, which can facilitate climate solutions. Using a range of social science approaches and methods, students will consider critiques of historical urban planning and linear city resource economies, and analyze contemporary approaches related to climate action, green space planning, and nature-based solutions, with specific attention on environmental goals and equity outcomes. Through critical exploration of both historical urban planning, and contemporary frameworks for sustainable city agenda setting, students will consider the environmental past, present and future of global cities. In Autumn 2024, this course will be part of the Paris Urbanism Study Abroad program. Students will focus on Paris but take a comparative look at cities across the Global North and Global South.

Instructor(s): Sabina Shaikh Terms Offered: Autumn

Note(s): This course is part of the Paris Urbanism Study Abroad program

Equivalent Course(s): PBPL 22312, GLST 22312

CEGU 22410. Architecture Studio: Bodies, Objects, Spaces. 100 Units.

How do we experience the world beyond what we simply see? Architecture Studio: Bodies, Objects, Spaces is a hands-on, multisensory introduction to architecture that centers the human body as a starting point for design. Open to students with no prior experience in architecture or drawing, the studio begins with close observation of an everyday interior space, mapping its sensory landscape through measurement, drawing, and annotation that attends to sight, sound, smell, and touch. Students then engage in a series of design investigations, including the fabrication of a body-scale object that amplifies or alters a chosen sense. In the final phase of the course, students play with scale, transforming a bodily object into an architectural proposition by designing a room that frames, houses, or activates it for others to experience. Through making, drawing, and iteration, students explore how architectural ideas can emerge from the relationship between bodies, objects, and spaces, developing conceptual clarity while gaining foundational skills in architectural representation and spatial thinking.

Equivalent Course(s): CEGU 32410, ARTV 32410, ARTV 22410, ARCH 22410, ARTH 22410, ARTH 32410, CHST 22410

CEGU 22500. Expositions Practicum. 100.00 Units.

Expositions Magazine is a quarterly publication on environmental change and the built environment-written, edited, designed, and produced by students. The goal of the publication is to communicate broadly and in an engaging, persuasive manner about important issues in the contemporary world. Since issues relating to the environment, geography, and urbanization almost invariably have spatial, visual, and expressive dimensions, the magazine showcases cartography, photography, illustration, and other modes alongside exceptional narrative and place-based writing. The primary goal of this practicum is to help students hone a broad range of analytic and representational tools associated with communicating complex issues to a general audience. Weekly two-hour lab meetings provide collaborative work time for the three primary stages of publication-editing, design, and production-while bi-weekly one-hour seminar meetings introduce relevant technical skills, theoretical frameworks, and historical context. Through this diverse program, students will confront the wide range of questions and problems involved in publishing and design in the environmental social sciences and humanities.

Instructor(s): Evan Carver Terms Offered: Autumn Spring Winter. Autumn and Winter will be 0 credit courses, Spring Quarter will count as a 100 credit course.

Prerequisite(s): Students must have previously taken Writing the City (CEGU 20180) or Intro to Critical Spatial Media (CEGU 23517)

Note(s): This course requires 3 quarters of enrollment/participation for 100 credits.

Equivalent Course(s): ARTV 20808

CEGU 22510. The Climate and Growth Challenge. 100 Units.

The global energy and climate challenge is perhaps the most important problem society faces. It requires identifying approaches to ensure people have access to the inexpensive and reliable energy critical for human development, without causing disruptive climate change or unduly compromising health and the environment. The course pairs technical and economic analysis to develop an understanding of policy challenges in this area. Lecture topics will include the past, present, and future of energy supply and demand, global climate change, air pollution and its health consequences, selected energy technologies such as solar photovoltaics, nuclear

power, unconventional oil and gas, and an analysis of theoretical and practical policy solutions in developed and emerging economies.

Instructor(s): Michael Greenstone Terms Offered: Autumn

Prerequisite(s): BPRO 22510: third or fourth-year status. CEGU 22510, CCSG 19000, ECON 16550, PBPL 22510: First-year student by permission of instructor only.

Note(s): This course sets out the basic parameters of the problem and gives students an understanding of how the other required courses of the major fit together. All newly declared climate and energy majors must take this class together.

Equivalent Course(s): BPRO 22510, ECON 16550, PBPL 22510, CCSG 19000

CEGU 22550. Performing Nature. 100 Units.

What is it like to be a bat? A tree? A slime mold? Art that attempts to represent non-human experience helps to orient environmentalism around radical and highly personal moments of inter-species empathy. Portraying non-human perspectives, we escape the abstraction of environmental data, and instead approach ecological entanglement on the level of individual imagination. Giving voice and human embodiment to nature is a theme in much 19th, 20th and 21st century creative writing (fiction/nonfiction) and performance work (theater, dance, puppetry). Accordingly, this class offers a broad survey of non-human representation in these arts with special attention to first-person narratives and embodiment of flora and fauna. The course draws on philosophers of mind (i.e. Shaviro's 'Discognition') and nature-science writing, plus contemporary performance projects and digital works by art/technology companies who deploy virtual reality and electronic media to explore the points of view of natural beings and systems. Reading about anthropomorphization and the problem of the subject in nature writing from Erasmus Darwin to the present will allow students to adopt a critical as well as appreciative eye toward this field of study and expression. Creative writing assignments will ask students to write (and perform) monologues from nonhuman perspectives.

Instructor(s): S. Bockley Terms Offered: Spring

Equivalent Course(s): TAPS 22550, TAPS 32550

CEGU 22826. Commodities and Consumption. 100 Units.

In this discussion-based, reading- and writing-intensive seminar, we will explore "consumption" and "commodities" from an anthropological perspective. Drawing from a range of works from anthropology and other disciplines, and thinking with material from many different cultural contexts, we will reflect critically on everyday practices of consumption and relationships with things that are so often taken for granted. We will investigate the enchanting aspects of commodities; how things can materialize claims about identity or status and produce and reproduce social relationships; shopping and fashion and their relationships to capitalism, gender, and colonialism; ethical, political, and ecological aspects of various kinds of consumption; and more. Previous coursework in anthropology, while beneficial, is not required to do well in this class.

Instructor(s): Hanna Pickwell

Equivalent Course(s): GLST 22826, ANTH 22826

CEGU 23017. Wild* Easts. 100 Units.

Imagines of the "wild" have long been employed as part of colonial projects, from the conquest of lands of the Great Eurasian Steppe to modern conservation initiatives. In this course, we examine ideas about the "wild" with a focus on the easts of "Europe" and easts of Russia, whether Ukraine, Qazaqstan, or Bulgaria, and ways in which these lands have been constructed as "wild" territories. We discuss ecologies and cultures of the steppe, nuclear and (post)industrial wastelands, and contemporary practices of re-wilding to study the violence of being framed as "wild", as well subversive and liberatory potentials of (re)claiming all things "wild". The course takes on an interdisciplinary approach, examining works of fiction alongside history books, and films alongside memoirs; additionally, a possibility of a field trip to Site A/Plot M Disposal Site, where the world's first nuclear reactor is buried, is to be confirmed.

Instructor(s): Darya Tsybalyuk Terms Offered: Winter

Equivalent Course(s): REES 33017, CEGU 33017, CHST 23017, REES 23017

CEGU 23100. Environmental Law. 100 Units.

This course will examine the bases and assumptions that have driven the development of environmental law, as well as the intersection of this body of law and foundational legal principles (including standing, liability, and the Commerce Clause). Each form of lawmaking (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.

Instructor(s): Ray Lodato Terms Offered: Winter

Prerequisite(s): 3rd or 4th year standing, or consent of instructor

Equivalent Course(s): CCSG 22503, PBPL 23100

CEGU 23107. Biodiversity: Past and Present. 100 Units.

Biodiversity is the foundation of all life, essential to human flourishing and economic growth. This course offers a historical approach to biodiversity, including environmental, economic, and intellectual perspectives. How has biodiversity shaped societies over time? How have humans learned to value or ignore biodiversity? Why is a sixth mass extinction increasingly likely?

Instructor(s): Fredrik Albritton Jonsson Terms Offered: Winter

Equivalent Course(s): HIPS 23107, HIST 25034

CEGU 23201. American Monsters: An Ecocritical Look at Cryptozoology. 100 Units.

Cryptids are everywhere. From household monsters like Bigfoot and Mothman to local creatures like the Wisconsin Hodag and the Illinois Piasa Bird, folkloric animals appear across the United States in advertisements, star in TV and film, and even feature in conspiracy theories. Despite their ubiquity, yet perhaps unsurprisingly, cryptozoological animals have received little scholarly attention. This course aims to change that! By taking cryptozoology seriously, or at least as a serious object of study, students in American Monsters will study the history of cryptid folklore to unearth the historical context surrounding each creature and apply ecocritical methodologies to these tales in order to uncover the cultural values that cryptozoological stories hold. This course will think primarily about the place of cryptids in American understandings of wilderness, extinction, settler colonialism, and race. Course materials will come from a variety of disciplines including history, animal studies, material culture studies, and Indigenous studies, and include film, primary sources, and experiential learning activities.

Instructor(s): Jessica Landau Terms Offered: Spring

Equivalent Course(s): CEGU 33201, RDIN 23201

CEGU 23401. Revision, Expression & Portfolio Design. 100 Units.

This studio course, similar to a "senior seminar" in other disciplines, serves five purposes: (1) to allow students to pick up a few elements (drawings, models, collages, visual and place-based research, etc.) they've produced in other ARCH studio courses and spend more time refining them, outside the broader demands of a thematic studio class, (2) to acquaint students with advanced skills in expression and representation related to the revision and refinement of these elements, based on student interest and needs, (3) to assist students in the development of a portfolio of studio work, either toward application for graduate school or simply to have for themselves, and in systems to organize projects and revisions, (4) to add to students' typographic and graphic design skillsets, primarily using the Adobe Creative Suite, as part of the portfolio process, and (5) to practice and hone communication and writing skills related to discussing architectural projects. While there will be a modest set of skills-based exercises each week, to help structure the studio, most of the work for this class will be students' own project revisions and portfolios, and most of class time will be spent sharing and refining both. Priority for this "senior studio" course will be given to 3rd and 4th years who've taken at least two other ARCH studio classes already. Starting July 14, please visit arthistory.uchicago.edu/archconsent to request instructor consent for this class or other ARCH studios

Instructor(s): L. Joyner Terms Offered: Autumn

Prerequisite(s): Priority for this "senior studio" course will be given to third and fourth years who've taken at least two other ARCH studio classes already. Starting July 14, please visit arthistory.uchicago.edu/archconsent to request instructor consent for this class or other ARCH studios. (Please do not send consent requests by email.)

Fulfills the following categories in the ARTH major and minor: European and American, modern (post-1800)

Note(s): This course counts towards the ENST 4th year Capstone requirement.

Equivalent Course(s): ARCH 23401, ARTH 23401

CEGU 23402. Development, Resources & Justice: The Political Economy of Human Rights. 100 Units.

Global climate change, the increase in authoritarian government worldwide, the COVID pandemic aftermath, disruptions of global supply chains, inflation, and deepening sovereign debt have fallen with particular ferocity on the post-colonial Global South. The World Bank's 2024 Poverty, Prosperity and Planet Report refers to a 'polycrisis' - multiple and interconnected crises occurring simultaneously - that has stalled or reversed the forces of globalization slowed human development, amplified the dilemmas of 'fragile and conflicted states' and unleashed powerful forces of dispossession condemning millions to lives of radical precarity. This course will focus on a set of problems associated with the contemporary political economy of basic resources - land, forests, food, energy, minerals, water, marine resources, shelter - and 'provisioning systems' from the particular vantage point of social justice and human rights, drawing upon case studies from Latin America, South Asia and sub-Saharan Africa in particular. This course seeks to understand the sorts of conflicts and struggles over resources and extractive economies in postcolonial settings placed on a wider canvas of transnational capital flows, multi-lateral development institutions, neoliberal state policies, authoritarian populisms, NGOs and social movements. Connections will be made between resources politics in the Global South and the Global North.

Equivalent Course(s): HMRT 23401, HMRT 33401

CEGU 23505. Environmental Ethics. 100 Units.

This course examines foundational issues of environmental ethics. What kind of values (economic, aesthetic, existence) are important? What kind of value do individual biota, humans, other species, ecosystems, humans, or inorganic entities have? What is the relationship of humans to the rest of the world? What should it be? Do religious and philosophical traditions contribute to or help address environmental degradation?

Instructor(s): S. Fredericks Terms Offered: Winter

Equivalent Course(s): RLST 23505

CEGU 23507. Power and Responsibility in the Anthropocene. 100 Units.

Humanity's immense impact on Earth's systems has led some scientists to claim that we have entered a new geological epoch: the Anthropocene. Humans' influence on Earth's landscape, climate system, and biodiversity inspires many to ask, in turn, What should be done about humankind's planetary powers? Some scholars and religious leaders claim that people should take responsibility and influence Earth's systems for good ends,

while others argue that we should radically scale down such power. Still others suggest that the Anthropocene requires us to entirely revise our ideas of power and responsibility and even develop new religious sensibilities. Through discussions and focused writing assignments, students in this class will explore and evaluate these and additional responses to the Anthropocene, paying specific attention to how Anthropocene ethical thought wrestles with the place of religion on a changing planet. The course culminates in an extended examination of how Anthropocene discourse conceals racial antagonisms and contemporary decolonial struggles.

Instructor(s): Colin Weaver Terms Offered: Spring

Equivalent Course(s): RDIN 23507, ANTH 23507, RLST 23507, GLST 23507, HIPS 23570

CEGU 23517. Pixels, Planet, Power: Visualizing Urban & Environmental Change. 100 Units.

This hands-on methods course trains students how to turn streams of satellite imagery into persuasive, narrative visualizations of urban, environmental, and planetary change. Using Google Earth Engine and other open-source tools, you will learn how to acquire, preprocess, analyze, and map earth-observation data, from spectral indices and machine-learning classification methods to time-series composites and cartographic design. Short lectures frame the technical labs within larger questions of power, representation, and justice, encouraging you to critique the assumptions that shape geospatial workflows even as you master them. Each year, the class grounds these skills in a fresh, high-stakes theme, ensuring that evolving geospatial methods confront the most pressing environmental and urban challenges. No prior coding or mapping experience is required; curiosity and a willingness to experiment are essential. The course fulfills the CEGU methods requirement and may also be eligible to meet methods requirements in other social sciences, sciences, and humanities majors.

Instructor(s): Grga Basic Terms Offered: Winter

Equivalent Course(s): ARTV 20665, CEGU 33517, CCSG 20825, MADD 13517, MACS 23517, ARCH 23517

CEGU 23825. Social Theory of the City. 100 Units.

This seminar explores various historical, sociological and anthropological theories of cities. The course analyzes major theoretical frameworks concerned with urban forms, institutions and experience as well as particular instances of city development from pre-modern to contemporary periods. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.

Instructor(s): Alan L. Kolata

Prerequisite(s): Admission to the Paris Program

Note(s): Undergraduates only

Equivalent Course(s): ANTH 23825, HIST 23825

CEGU 24000. Is It Ethical to Have Children in the Climate Crisis? 100 Units.

Climate change is not just an urgent environmental crisis for scientists, engineers, and policy makers: it is a moral problem that also informs individual and intimate aspects of human life, including choices about reproduction and parenting. For example, a 2018 survey published in the New York Times found that young adults in the U.S. are having fewer children than they would otherwise prefer, in part due to concerns about climate change and overpopulation. In this course, we examine the moral dimensions of having and raising children in an era shaped by climate change, looking closely at two main questions: 1) Is it ethical to have children in light of the world that the next generation will inherit, which may include more extreme weather events, involuntary human migrations, diminished access to resources, and heightened insecurity? 2) Is it ethical to have children in the context of the affluent West, where consumptive human populations disproportionately contribute to the effects of climate change that impact the world's most vulnerable? We will examine various points of view on these questions, engaging material from the disciplines of environmental studies and ethics, science and technology studies, and religious and philosophical ethics. Responses from feminist, queer, Indigenous, Black, and religiously diverse authors (and intersections therein) will shape our course readings and discussions.

Instructor(s): Kristi Del Vecchio Terms Offered: Spring

Equivalent Course(s): HIPS 24100, CCTS 21023, GNSE 23154, HLTH 24000, RLST 24000

CEGU 24010. Ecocide: Reckoning with Environmental Destruction. 100 Units.

Ecocide is defined as a crime against the environment, originating from legal debate in the context of the Vietnam War. Taking Vietnam as our starting point, this course engages with a wide range of materials (from novels to poetry to ethnographic studies) and different places (Ukraine, Vanuatu, Iraq, Palestine, and many others) in order to examine the broader context in which the campaign to criminalize environmental destruction emerged. We discuss what forms of environmental justice we can envision and pursue today, and debate possibilities and limitations of legal accountability. The readings are inter- and multidisciplinary, drawing from environmental humanities, anthropology, legal studies, history, and other fields. The assignments include a possibility to develop one's own research topic, which could take the form of a traditional paper or a critical-creative project (video essay, poster, other creative forms).

Instructor(s): Darya Tsybalyuk Terms Offered: Winter

Equivalent Course(s): GLST 24010, REES 24010, REES 34010, CEGU 34010

CEGU 24102. Environmental Politics. 100 Units.

Politics determines not only what particular faction holds power, but the parameters upon which contests for power are conducted. Competing political factions may diverge in the details of the policies they favor, but may agree on a central organizing principle upon which their policy differences are contested. This course acknowledges that such principles exist and structure politics, economics, and social arrangements, but

also challenges the notion that these are immutable, and argues that other principles could be substituted which would drastically change these arrangements. The course introduces students to alternative theories of economics, politics, and environmental policy that challenge mainstream notions of what is acceptable under the current structural and institutional constraints, including how the retreat to notions of realism and practicality place limits on changes necessary to preserve and protect the natural environment.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): CCSG 22504, PBPL 24102

CEGU 24110. Nature and the Natural in the Middle Ages. 100 Units.

In this course we will undertake a study of nature and ideas about what is "natural" centered around three main axes, and will adopt a variety of relevant critical perspectives (e.g., ecocriticism, studies of gender and sexuality, political theory) to support our analyses. First, we will explore nature as the created world of which humans are a part (as one of God's creations), yet from which they also stand apart (as sovereign caretakers). Second, we will examine how the diffusion of Aristotelian works (notably the Politics) in the later Middle Ages provided a justificatory framework for social and political hierarchies and practices of economic exploitation. Third, we will consider the intersection of nature with gender, sexuality, and reproduction, a topic complicated by the fact that Nature is itself represented, in allegorical terms, as a woman.

Instructor(s): Daisy Delogu Terms Offered: Course not offered in 2025-26

Prerequisite(s): Reading knowledge of French for all students. FREN 20500, 20503 or a literature course taught in French for those seeking credit for the French major/minor.

Note(s): Taught in English.

Equivalent Course(s): FREN 24100, FREN 34100, GNSE 34103, GNSE 24103, MDVL 24103

CEGU 24190. Imagining Chicago's Common Buildings. 100 Units.

This course is an architectural studio based in the common residential buildings of Chicago and the city's built environment. While design projects and architectural skills will be the focus of the course, it will also incorporate readings, a small amount of writing, some social and geographical history, and several explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio course and some skills related to architectural thinking, (2) acquaint students intimately with Chicago's common residential buildings and built fabric, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city. While this class does not require prior experience, all ARCH studio courses require consent. Starting July 31, please visit arthistory.uchicago.edu/archconsent to request instructor consent for this class or other ARCH studios. (Please do not send consent requests by email.) Please also note that this course will include several field trips around Chicago during class time; if you have any questions or concerns about that, please share them in the consent form when you complete it.

Instructor(s): L. Joyner Terms Offered: Autumn

Note(s): While this class does not require prior experience, all ARCH studio courses require consent. Starting July 31, please visit arthistory.uchicago.edu/archconsent to request instructor consent for this class or other ARCH studios. (Please do not send consent requests by email.) Please also note that this course will include several field trips around Chicago during class time; if you have any questions or concerns about that, please share them in the consent form when you complete it.

Equivalent Course(s): ARTH 24190, GEOG 24190, AMER 24190, ARTV 20210, ARCH 24190, CHST 24190

CEGU 24199. The Life of Buildings. 100 Units.

This course will examine the life of buildings-- how they perform, evolve, and adapt over time. How do particular design decisions influence human experience and behavior? Which parts of the building align with its intended use and what are surprising outcomes or changes? These questions aim to provide students with a deeper understanding of the built environment and the series of decisions that shaped them. Through readings, surveys, site visits, and conversations with architects and building users, we will measure and examine the spaces around us. Students will begin with a series of short analysis and design exercises and create short films, projective collages and diagrams, and architectural concept models. Building on our collective observations, research, and analysis, we will then finish with a final project where we respond to an existing building and propose an alternate life path. The format of the course is part-seminar, part-studio that aims to equip students with practical tools and strategies needed to shape our world and account for the long-term impact of design. While this class does not require prior experience, all ARCH studio courses require consent. Starting July 14, please visit arthistory.uchicago.edu/archconsent to request instructor consent for this class or other ARCH studios. (Please do not send consent requests by email.)

Instructor(s): C. Haouzi Terms Offered: Autumn

Prerequisite(s): While this class does not require prior experience, all ARCH studio courses require consent.

Starting July 14, please visit arthistory.uchicago.edu/archconsent to request instructor consent for this class or other ARCH studios. (Please do not send consent requests by email. This course fulfills the following requirements in the ARTH major and minor: European and American post-1800

Equivalent Course(s): ARTH 24199, ARCH 24199, CHST 24199

CEGU 24267. Architecture of Memory. 100 Units.

This architecture studio course asks students to design a memorial. By imagining spaces that evoke emotion and incite action, and examining relationships and meaning between architecture and place, students will explore concepts for spaces created for the purpose of holding, preserving or honoring aspects of culture and history.

The South Side of Chicago will be the primary focus. Students will reflect on readings about the South Side and 2020 events. Guest presentations and Arts + Public Life media and archives will be key resources. To form a basis for understanding and analyzing space and form, students will research and critique precedents. The class will visit spaces around the city either in-person or via virtual tours. As a beginning point for inquiry about space and emotions, students will reflect on readings about phenomenology in architecture. Seminars and discussions about architecture practice today will also be presented. Students will generate an analog portfolio of drawings and models throughout the quarter. For final design projects, students will choose real sites and will create a design for a memorial for an aspect of social history of the South Side of Chicago.

Equivalent Course(s): ARCH 24267, ARTV 34267, CHST 24267, ARTH 24267, RDIN 24267, RDIN 34267, ARTH 34267, ARTV 24267

CEGU 24502. Sound & Environment. 100 Units.

Huge sections of the Earth's crust resonate across hundreds of miles: seismology, infrasound. Fish larvae differentiate tiny vibrations in ocean water produced by diverse coral ecosystems: hydroacoustics, ultrasound. Humans gather in large numbers to watch each other carefully manipulate air pressure: music, architecture, psychoacoustics. Each of these phenomena can be understood to fit within the field of sound studies, and each among many further examples has an effect upon each other, contributing to a delicately interlinked planetary system of pressure, vibration, and resonance within air, water, land, and body. This system is now in crisis. From the most densely populated cities to the remotest nature preserves and industrial hinterlands, the extraction, processing, transportation, and consumption of natural resources by humans interferes with delicate systems of sounding and listening essential to almost all forms of life on Earth. How can sound studies and audio technology help us navigate this moment? This course takes students through a survey of sound studies and audio technology, from physics, electronics, hearing, and psychoacoustics to the aesthetics, politics, and poetics of musical and non-musical sound production. Students will also learn the basics of acoustic recording, audio processing, and data sonification through hands-on workshops and collaborative projects.

Instructor(s): Carlo Diaz Terms Offered: Spring

Equivalent Course(s): CHST 24502, ARCH 25402, MADD 20502, MUSI 24502

CEGU 24555. Ecological Explorations of the Francophone World. 100 Units.

The environmental humanities - that is, the study of nature through humanistic disciplines such as literature and history - has long been dominated by texts and theories from privileged sections of Europe and North America. However, alternative understandings of our natural world, including the role of living beings within it, have always existed. In this course, we will explore how contemporary francophone literature can renew, expand and complicate our perceptions of the oceans, deserts, mangroves and forests that surround us. Particular attention will be paid to questions of race, gender, language and indigeneity; course material may include theoretical texts, fiction, poetry, songs, podcasts, film, graphic novels and social media material.

Instructor(s): Nikhita Obeegadoo Terms Offered: Course not taught in 2025-26

Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.

Note(s): Taught in English or French, based on course composition

Equivalent Course(s): FREN 34555, RDIN 24555, FREN 24555, CEGU 34555, RDIN 34555

CEGU 24600. Introduction to Urban Sciences. 100 Units.

This course is a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization. It starts with a general outlook of current worldwide explosive urbanization and associated changes in social, economic and environmental indicators. It then introduces a number of historical models, from sociology, economics and geography that have been proposed to understand how cities operate. We will discuss how these and other facets of cities can be integrated as dynamical complex systems and derive their general characteristics as social networks embedded in structured physical spaces. Resulting general properties of cities will be illustrated in different geographic and historical contexts, including an understanding of urban resource flows, emergent institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people's life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn

Prerequisite(s): STAT 22000

Equivalent Course(s): SOCI 20285, GISC 34600, GISC 24600, PBPL 24605

CEGU 24651. Latest Experiments in Architectural History. 100 Units.

This seminar invites students to examine recent scholarly experiments in architectural history. Participants will read and discuss a corpus of books published in the last five years. Each week, we will take a deep dive into a single publication by synthesizing its argument, unpacking its structure, and demonstrating its potential limits. In-class activities will catalyze dialogue and debate on the readings as well as highlight resonances across assigned books. By the end of the quarter, students will have developed transversal views of contemporary practices in architectural history and heightened their senses of methodological self-awareness.

Instructor(s): J. Huet Terms Offered: Autumn

Prerequisite(s): Fulfills the following requirements in the ARTH major and minor: Theory and Historiography

Equivalent Course(s): ARTH 24651, ARCH 24651, ARTH 34651, CEGU 34561

CEGU 24660. Urban Geography. 100 Units.

This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required. This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Winter

Note(s): This course counts towards the ENST 4th year Capstone requirement. This course offered in even years.

Equivalent Course(s): ARCH 24660, CEGU 34660

CEGU 24701. U.S. Environmental Policy. 100 Units.

How environmental issues and challenges in the United States are addressed is subject to abrupt changes and reversals caused by extreme partisanship and the heightened significance of the issues for the health of the planet and all its inhabitants. The relatively brief history of this policy area, and the separate and distinct tracts in which public lands and pollution control issues are adjudicated, makes for a diverse and complex process by which humanity's impact on the natural world is managed and contained. This course focuses on how both types of environmental issues are addressed in each branch of the Federal government, the states and localities, as well as theories of how environmental issues arrived onto the public agenda and why attention to them is cyclical. Students are encouraged to understand the life cycle of public policy from its initial arrival on the public agenda to the passage of legislation to address adverse conditions, as well as how changes in the policy occur after the inevitable decline of intensive attention.

Instructor(s): R. Lodato Terms Offered: Autumn

Equivalent Course(s): PBPL 24701, CCSG 22505

CEGU 24705. Energy: Science, Technology, and Human Usage. 100 Units.

This course covers the technologies by which humans appropriate energy for industrial and societal use, from steam turbines to internal combustion engines to photovoltaics. We also discuss the physics and economics of the resulting human energy system: fuel sources and relationship to energy flows in the Earth system; and modeling and simulation of energy production and use. Our goal is to provide a technical foundation for students interested in careers in the energy industry or in energy policy. Field trips required to major energy converters (e.g., coal-fired and nuclear power plants, oil refinery, biogas digester) and users (e.g., steel, fertilizer production). This course is part of the College Course Cluster program: Climate Change, Culture and Society.

Instructor(s): E. Moyer Terms Offered: Spring

Prerequisite(s): Knowledge of physics or consent of instructor

Equivalent Course(s): ENSC 21100, CCSG 20500, GEOS 34705, GEOS 24705

CEGU 24776. International Environmental Policy. 100 Units.

Environmental issues have become a prominent part of the work of international organizations and their member nations. However, the resolution to issues and concerns shared in common by the nations of the world often faces obstacles based on access to wealth and resources, political and military power, and the demands of international economic institutions. While multinational agreements have been achieved and successfully implemented, resolutions to issues such as climate change have been harder to achieve. The course will look at the origins of international cooperation on environmental issues, several case studies of issues upon which the international community has attempted to bring about cooperative solutions (climate change, the ozone hole, climate refugees, etc.), and the work that regional associations of nations have done to jointly address shared environmental challenges. In addition, speakers from various consulates have addressed the class to discuss environmental policymaking in their countries.

Instructor(s): R. Lodato Terms Offered: Spring

Equivalent Course(s): PBPL 24776, CCSG 22506

CEGU 25000. The Amazon: Literature, Culture, Environment. 100 Units.

From colonial travelers to contemporary popular culture, the Amazonian forest has been a source of endless fascination, greed and, more recently, ecological concern. The numerous actors that have been shaping the region, including artists, writers, scientists, anthropologists, indigenous peoples, and the extractive industry, among others, bring a multifaceted view of this region that has been described as the paradise on earth as much as a green hell. This course offers an overview of Amazonian history, cultures, and environmental issues that spans from the sixteenth to the twenty-first century. What are the major topics, works, and polemics surrounding the ways the Amazon has been depicted and imagined? How can the region's history help us understand the state of environmental policies and indigenous rights today? What can we learn about the Amazon from literature and film? What is the future of the Amazon in the context of Brazil's current political climate? From an interdisciplinary perspective, we will cover topics such as indigenous cultures and epistemologies, deforestation, travel writing, modern and contemporary literature, music, photography, and film, among others. Authors may include Claudia Andujar, Eduardo Viveiros de Castro, Euclides da Cunha, Susanna Hecht, Davi Kopenawa, the project Video in the Villages, among others.

Instructor(s): Victoria Saramago Terms Offered: Course not taught in 2025-26

Note(s): Taught in English. Materials available in English, Portuguese and Spanish.

Equivalent Course(s): PORT 25000, LACS 25005, SPAN 25555, SIGN 26059, LACS 35005, SPAN 35555, PORT 35000

CEGU 25014. Introduction to Environmental History. 100 Units.

How have humans interacted with the environment over time? This course introduces students to the methods and topics of environmental history by way of classic and recent works in the field: Crosby, Cronon, Worster, Russell, and McNeill, etc. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.

Instructor(s): F. Albritton Jonsson Terms Offered: Winter

Equivalent Course(s): HIST 25014, CHSS 35014, HIST 35014, HIPS 25014

CEGU 25027. Infrastructure Histories. 100 Units.

Dams, sewers, container ships, water pipes, power lines, air conditioning, and garbage dumps: the critical infrastructures that enable modern life are so often invisible, except when they fail. This course explores the historical role of infrastructure as a set of planet-spanning systems of resource extraction and crucial conduits of social and political power. Looking at cases from apartheid South Africa and the Suez Canal to Mumbai and Chicago itself, we will consider the relationship of infrastructure with capitalism, settler colonialism, and postcolonial development. We will see how forms of citizenship and exclusion have been shaped and negotiated via wires, leaky pipes, and improvised repairs, and we will consider perhaps the biggest question of all: In this age of ecological crisis, do energy-guzzling infrastructural systems have a strange form of more-than-human agency all of their own?

Instructor(s): E. Chatterjee Terms Offered: Winter

Equivalent Course(s): HIST 25027, CEGU 35027, HIPS 25270, ARCH 25027, HIST 35027, CHSS 35270

CEGU 25100. Questioning value and its discontents. 100 Units.

How does value move through the world? With what concepts and practices do individuals and groups ascribe value to the things they make, to the people they care about, and to the lives they lead? Why do questions of politics and ethics (i.e., how to convene as a community and how to conduct ourselves as individuals) so frequently turn on disagreements over the having, holding, giving, and taking of value? This course addresses these questions by investigating value as a terrain of struggle. First, we use topical readings to build a repertoire for understanding value as a material, symbolic, and semiotic force. We then use this repertoire to analyze three contemporary texts on the role of value within political catastrophe, globalization, and human-environment relations. This course is interdisciplinary in approach and is structured around three multimodal assessments (value story, value game, and value project). It is open to advanced undergraduates by consent request.

Instructor(s): Damien Bright Terms Offered: Spring

Note(s): Undergraduate Consent Required

Equivalent Course(s): ANTH 24100, MAPS 25100, ANTH 35100, MAPS 35100

CEGU 25121. Architecture Studio: Drawing, Visualization & Modeling: Architectural Skills in Depth. 100 Units.

This hands-on studio introduces students to how architects visualize and communicate their design work. Architectural drawings can do so much more than represent physical form--they can convey atmosphere, emotion, and meaning, sometimes taking on a life of their own. Through a series of workshops and design projects, students will develop skills in mixed-media drawing, digital modeling and rendering, post-processing, and physical model-making. No prior studio or art experience is required. This course is highly recommended for students interested in taking studios, want to expand their creative skill set, or are planning to pursue careers in any design related field. Starting November 18, please visit arthistory.uchicago.edu/archconsent to request instructor consent for this class or other ARCH studios. (Please do not send consent requests by email.)

Equivalent Course(s): ARCH 25121, ARTV 32512, ARTV 22512, ARTH 35122, ARTH 25121

CEGU 25555. Water worlds. Social inquiry in a fluid medium. 100 Units.

What can we learn from water about the human condition and social life? The planet's surface is mostly water and so are our own bodies. We tend, however, to see water as something beyond us, an entity we live with rather than amidst, within, or even as. In this course, we will query water as a relational medium, a simultaneously necessary and destabilizing presence in human affairs. When it floods, water becomes catastrophe; when dammed, it becomes a market good; when contaminated, it becomes a political weapon. What problems and possibilities follow from different ways of relating to water? Through readings in history, anthropology, and media studies, we will examine the concepts and methods that a so-called "water turn" in the social sciences lends to our understandings of capital, power, affect, and spacetime. What do we gain from thinking of oceans, lakes, and rivers but also people as "waterbodies"? How do we adopt an "amphibious" perspective on seemingly dry problems in social life? What does "hydrosociality" teach us about how to read or write environmental stories? Course assessment will involve leading class discussion and a final project of your own design. It is open to graduate students and advanced undergraduates with instructor consent.

Equivalent Course(s): CEGU 35555, MAPS 35555, ANTH 25555, MAPS 25555, ANTH 35555

CEGU 25704. Environmental Justice in Chicago. 100 Units.

This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject as well as primary source accounts of environmental injustices. We will

focus on environmental justice issues in Chicago including, but not limited to waste disposal, toxic air and water, the Chicago heat wave, and climate change. Particular attention will be paid to environmental racism and the often understudied role of religion in environmental justice theory and practice. Throughout the course we will explore how normative commitments are expressed in different types of literature as well as the basis for normative judgments and the types of authorities authors utilize and claim as they consider environmental justice.

Instructor(s): Sarah Fredericks Terms Offered: Winter

Note(s): Graduate students can enroll with permission of instructor and will have additional requirements.

Equivalent Course(s): KNOW 25704, CHST 25704, HMRT 25704, PBPL 25704, RLST 25704, RDIN 25704, AMER 25704

CEGU 25705. Climate Ethics. 100 Units.

Anthropogenic climate change is the largest challenge facing human civilization. Its physical and temporal scale and unprecedented complexity at minimum require extensions of existing ethical systems, if not new ethical tools. In this course we will examine how religious and philosophical ethical systems respond to the vast temporal and spatial scales of climate change. For instance, common principles of environmental ethics such as justice and responsibility are often reimagined in climate ethics even as they are central to the ethical analysis of its effects. In the course, we will take a comparative approach to environmental ethics, examining perspectives from secular Western philosophy, Christianity (Catholic and Protestant), Buddhist, and Indigenous thought.

We will also look at a variety of ethical methods. Throughout the course we will focus on communication about climate change as well as articulating rigorous ethical arguments about its causes and implications.

Instructor(s): Sarah Fredericks Terms Offered: Spring

Equivalent Course(s): RLST 25703

CEGU 25706. Climate Justice. 100 Units.

Climate injustice includes the disproportionate effects of climate change on people who benefit little from the activities that cause it, generally the poor, people of color, and people marginalized in other ways. Given the complex economic, physical, social, and political realities of climate change, what might climate justice entail? This course explores this complex question through an examination of various theories of justice; the gendered, colonial, and racial dimensions of climate change; and climate justice movements.

Instructor(s): Sarah Fredericks Terms Offered: Spring

Note(s): Graduates may enroll with permission of the instructor and will have extra readings and longer assignments.

Equivalent Course(s): RDIN 25706, RLST 25706, KNOW 25706, GLST 25766, HIPS 25706, GNSE 25702, HMRT 25706

CEGU 25707. Contested Concepts: "Indigeneity" and Ecological Thought. 100 Units.

The figure of "The Ecological Indian" has been critiqued on anti-colonial grounds as a racist inheritance of the conquest era and also affirmed and mobilized by Indigenous scholars and activists as capturing something true about pre- and post-colonial Indigenous forms of life. Despite these tensions, "indigeneity" and the idea that Indigenous peoples are uniquely attuned to nonhuman reality persist as givens in much environmental thought. In this class we will examine and evaluate this persistence, asking, Why are Western environmentalists so attracted to the idea of indigeneity and what do they mean by it? Where does the idea of "the Ecological Indian" come from? In what ways does this idea track reality and how might it obfuscate or distort distinctive Indigenous perspectives? How do different Indigenous people understand and take up this concept? In pursuit of these and related questions, our readings will span Renaissance utopias, theories of colonialism, studies of the religious roots of environmentalism, historical and contemporary environmental writing, and various Indigenous perspectives on empire, the environmental movement, and the other-than-human.

Instructor(s): Colin Weaver Terms Offered: Winter

Equivalent Course(s): RDIN 25707, GLST 25707, RLST 25707, HIPS 25707

CEGU 25709. The Tempest and the Tide: Ethics in the Climate Age. 100 Units.

This course explores how we can remain faithful to our deepest commitments on a warming planet. To examine the moral and religious dilemmas caused by human involvement in the environment, we begin by surveying how humanity's views of nature have changed over time. We trace the path from mythic reverence to the Enlightenment's push for dominion, where the desire for control met a faith in endless growth. This historical shift laid the groundwork for the politics and economics we see today. We then explore how powerful actors outsource the burdens of environmental care, breaking faith with Indigenous communities and women in less developed nations. We confront the emotional labor of holding climate anxiety and ask what fidelity requires of us when the other party, such as a river or a forest, lacks a human voice. We also consider how corporations and other actors perform a counterfeit faithfulness by commodifying nature or "greenwashing" their actions. We conclude by exploring the climate crisis's symbolic and spiritual dimensions, considering narratives of technological salvation, representations of a vengeful Mother Nature, and alternative visions of fidelity rooted in ecological and Indigenous wisdom. No prior background in religious studies or environmental studies is necessary for this discussion-based seminar.

Instructor(s): Kat Myers Terms Offered: Autumn

Equivalent Course(s): GLST 25709, GNSE 25709, RLST 25709

CEGU 25723. Does the Devil Wear Prada?: The Political Economy and Global Geographies of Fashion. 100 Units.

Fashion is a key site of negotiations between self, community and society. It connects our bodies with a trillion-dollar industry, and with multiple regimes of power including, among others, capitalism, empire, gender, sexuality, and race. Embedded in fashion commodities are geographical, economic and ecological relations of production and consumption, as well as different kinds of work, labor and value. In this course, we will examine the complex, multi-sited processes that uphold the fragile ecosystem of fashion. At the same time, thinking about fashion only as a commodity, does not adequately equip us to understand its power. Deciding what to wear is one of the ways in which people try to control presentations and interpretations of the self. Individuals and groups deploy sartorial agency to produce, uphold or challenge dominant ideas about beauty, freedom, desire, modesty, propriety and humanity. In other words, fashion is laden with personal, socio-cultural and political meaning—it can be “read” and interpreted. Therefore, this course also examines fashion as a vibrant part of material and visual culture. Using an interdisciplinary and global approach, students will delve into the global histories of fashion as well as its contemporary workings. Simultaneously, fashion will serve as a site to understand the interconnections between global capitalism, race, gender, and sexuality.

Instructor(s): Anindita Chatterjee Terms Offered: Autumn

Equivalent Course(s): GLST 25723

CEGU 25900. Introduction to Location Analysis. 100 Units.

Optimizing the location of facilities and services - agricultural, industrial, retail, and knowledge-based - has long been a focus for geographers, regional scientists, and urban planners. This course covers several foundational location problems in economic geography and urban planning, such as: covering problems, center problems, median problems, and fix charge facility location problems. This course incorporates several GIS exercises to teach students the basic principles of spatial optimization and to help illuminate the foundational theoretical principles of location modeling.

Instructor(s): Yue Lin Terms Offered: Winter. Offered 2024–25

Equivalent Course(s): GISC 35900, GISC 25900

CEGU 25909. Histories of Environment and Technology in the Modern Middle East. 100 Units.

Over the past decade, the field of Middle East history has undergone a surge of scholarly interest in a broad range of “new materialisms.” Alongside, and sometimes in conversation with, a marked revival of political economy, this new work has explored, in multiple directions, the mutual constitution and co-evolution of social formations in the region with the tangible materials of the world around them. After revisiting a number of earlier, classic works that examined similar questions under different guises, this course will cover a range of new studies that represent the diversity and promise of these new approaches to histories of environment and technology.

Instructor(s): A. Jakes Terms Offered: Autumn

Equivalent Course(s): HIST 25909, NEHC 25909, HIST 35909, NEHC 35909, CEGU 35909

CEGU 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required. This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Autumn. Offered 2021-22

Note(s): This course counts towards the ENST 4th year Capstone requirement. This course offered in odd years.

Equivalent Course(s): HIST 38900, HIST 28900, CHST 26100, CEGU 36100, ARCH 26100

CEGU 26106. Tropical Commodities in Latin America. 100 Units.

This colloquium explores selected aspects of the social, economic, environmental, and cultural history of tropical export commodities from Latin America— e.g., coffee, bananas, sugar, tobacco, henequen, rubber, vanilla, and cocaine. Topics include land, labor, capital, markets, transport, geopolitics, power, taste, and consumption.

Instructor(s): E. Kouri Terms Offered: Winter

Equivalent Course(s): HIST 26106, HIST 36106, CEGU 36106, LACS 26106, LACS 36106

CEGU 26180. Caring for the Earth: Nature and Ecology Before Modernity. 100 Units.

What do we mean by nature, and how do humans relate to it? A recent French translation of Virgil's “Georgics” was titled anew: “Le souci de la terre” (“care for the earth”) What does it mean to care? Is care disinterested, or does it serve a purpose? What logics of dominion or obligation shape it? This course traces ideas of nature and care from Antiquity to early modernity. How did humans conceive of their place in the world? How did they understand its resources and their impact? From the commons to enclosures, from caretaking to exploitation, from interpreting nature to organizing it (aménagement), we will question linear narratives of progress (humans caring more) and degradation (humans caring less). Focusing on France and French texts while engaging classical and theological sources, we will also consider exploration and exploitation beyond France. We will examine how religious ideas, canonical texts, and philosophical concepts have shaped discourses on nature, as well as the relevance of contemporary ecological terms. Attending closely to the multiple ways in which human beings variously have articulated their relationship to nature or the environment permits us to ask, instead of assume, what might be the conditions and practices of care incumbent upon human beings today.

Instructor(s): Daisy Delogu, Pauline Goul Terms Offered: Winter

Note(s): Taught in English.

Equivalent Course(s): CLAS 36181, CLCV 26181, CEGU 36180, RLST 26180, MDVL 26180, CMLT 36180, CMLT 26180, FREN 26180, FREN 36180

CEGU 26260. Environmental Justice in Principle and Practice I. 100 Units.

This course will investigate the foundational texts on environmental justice as well as case studies, both in and out of Chicago. Students will consider issues across a wide spectrum of concerns, including toxics, lead in water, waste management, and access to greenspaces, particularly in urban areas. These topics will be taught in accompaniment with a broader understanding of how social change occurs, what barriers exist to producing just outcomes, and what practices have worked to overcome obstacles in the past. The class will welcome speakers from a variety of backgrounds to address their work on these topics.

Instructor(s): Ray Lodato Terms Offered: Autumn

Equivalent Course(s): PBPL 26260, CHST 26259, CCSG 22507

CEGU 26261. Environmental Justice in Principle and Practice II. 100 Units.

In this quarter, students will learn and practice methods to conduct a research project with a local environmental organization. Building on knowledge gained in the first half of this course, students will examine what makes a condition an environmental justice issue, how to conduct a literature review, how to develop and administer a questionnaire for key informant interviews, and how to access, understand, and utilize Census data. Students should expect to work in the community as well as the classroom, and in close collaboration with classmates. The class will conduct "deep-dive" research into the community selected, and will learn not only about the area, but techniques for how to do community-based research in a manner that acknowledges and appreciates the lived wisdom of the neighborhood's residents. The result will be a research report delivered to the community organization with students in the class listed as co-authors.

Instructor(s): Ray Lodato Terms Offered: Winter

Equivalent Course(s): CCSG 22508, CHST 26261, PBPL 26261

CEGU 26330. Making the Maya World. 100 Units.

What do we know about the ancient Maya? Pyramids, palaces, and temples are found from Mexico to Honduras, texts in hieroglyphic script record the histories of kings and queens who ruled those cities, and painted murals, carved stone stelae, and ceramic vessels provide a glimpse of complex geopolitical dynamics and social hierarchies. Decades of archaeological research have expanded that view beyond the rulers and elites to explore the daily lives of the Maya people, networks of trade and market exchange, and agricultural and ritual practices. Present-day Maya communities attest to the dynamism and vitality of languages and traditions, often entangled in the politics of archaeological heritage and tourism. This course is a wide-ranging exploration of ancient Maya civilization and of the various ways archaeologists, anthropologists, linguists, historians, and indigenous communities have examined and manipulated the Maya past. From tropes of long-hidden mysteries rescued from the jungle to New Age appropriations of pre-Columbian rituals, from the thrill of decipherment to painstaking and technical artifact studies, we will examine how models drawn from astrology, ethnography, classical archaeology and philology, political science, and popular culture have shaped current understandings of the ancient Maya world, and also how the Maya world has, at times, resisted easy appropriation and defied expectations.

Instructor(s): Sarah Newman Terms Offered: TBD

Equivalent Course(s): LACS 36330, LACS 26330, ANTH 26330, ANTH 36330

CEGU 26366. Planning for Land and Life in the Calumet. 100 Units.

The collaborative plan to create a Calumet National Heritage Area that touches aspects of environmental conservation, economic development, cultural heritage, recreation, arts, and education will ground this course's exploration of landscape history and landscape planning in the Calumet region. Students will investigate this planning process and its relationship to other local and regional plans. A strong focus of the course is on the opportunities and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.

Instructor(s): Mark Bouman Terms Offered: Spring, not offered in 2022-23

Note(s): This course is part of the Chicago Studies Quarter: Calumet. This course includes required field trips every Friday from 9am-3pm.

Equivalent Course(s): PBPL 26366, HIST 27313, CHST 26366

CEGU 26367. Objects, Place and Power. 100 Units.

Objects are not only formed and interpreted through ideas of place and power, but also shape place and identity. This course looks at how material culture has, in part, formed understandings of the Calumet. Through methods drawn from art history and museum studies, we will look closely at objects, collections, and institutions in the region to analyze the power and politics of representation in placemaking.

Instructor(s): Jessica Landau Terms Offered: Spring. Offered in Spring 2026 as part of Chicago Studies CIV sequence.

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Calumet: The Power of Place." All three classes in this sequence must be taken together and include weekly experiential learning activities in the city on Fridays. For more information and to apply, visit the CEGU website.

Equivalent Course(s): CHST 10367, HIST 27314, ARTH 26367

CEGU 26368. Environmental Transitions and Unnatural Histories. 100 Units.

The course considers changes wrought in the natural landscape of the greater Calumet region beginning with indigenous Potawatomi and their forced removal. Students will examine how the Calumet's natural environment became collateral damage of the industrial capitalism that transformed the region into an economic powerhouse and explore efforts to rehabilitate the Calumet's rich biodiversity, identifying the challenges and achievements of this most recent environmental transition.

Instructor(s): Mary Beth Pudup Terms Offered: Spring. Offered in Spring 2026 as part of Chicago Studies CIV sequence.

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Calumet: The Power of Place." All three classes in this sequence must be taken together and include weekly experiential learning activities in the city on Fridays. For more information and to apply, visit the CEGU website.

Equivalent Course(s): HIST 27315, ANTH 26368, CHST 10368

CEGU 26369. Ecology and Land Management in the Calumet. 100 Units.

This project-based course explores the ecology of the Calumet Region in the classroom and in the field. Students will engage with the complex ecological history of the region's landscape, explore methods of determining their ecological value and how that influences land management decisions.

Instructor(s): TBD Terms Offered: Spring. Offered in Spring 2026 as part of Chicago Studies CIV sequence.

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Calumet: The Power of Place." All three classes in this sequence must be taken together and include weekly experiential learning activities in the city on Fridays. For more information and to apply, visit the CEGU website.

Equivalent Course(s): CHST 10369

CEGU 26381. Water in Latin America. 100 Units.

The course will explore how water shapes-and is shaped by-humans in Latin America. Drawing from case studies from the pre-Columbian era to the present, the course will consider struggles over aquatic resources, dam building, and hydraulic development, as well as the social life of water in the region. Some background in Latin American history or politics is helpful but not required.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Course not offered in 24-25

Equivalent Course(s): HIST 26306, LACS 26381

CEGU 26382. Development and Environment in Latin America. 100 Units.

Description: This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century, to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? In what ways has the modern impetus for development, beginning in the nineteenth century and reaching its current intensity in the mid-twentieth, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, to what extent does the notion of development help us explain the historical relationship between humans and the environment?

Instructor(s): Diana Schwartz Francisco Terms Offered: Course not offered in 24-25

Equivalent Course(s): GLST 26382, HIST 36317, GEOG 26382, ANTH 23094, LACS 36382, HIST 26317, LACS 26382, HIPS 26382

CEGU 26400. Quantitative Methods in Public Policy. 100 Units.

This class will provide an introduction to quantitative analysis in public policy. Much of the class is devoted to learning about the effects of policies and answering empirical, policy-relevant questions from observational data. In doing so, the course provides an introduction to critical and quantitative thinking in general. Students will be introduced to the basic toolkit of policy analysis, which includes sampling, hypothesis testing, Bayesian inference, regression, experiments, instrumental variables, differences in differences, and regression discontinuity. Students will also learn how to use a statistical software program to organize and analyze data. More importantly, students will learn the principles of critical thinking essential for careful and credible policy analysis.

Instructor(s): Anthony Fowler Terms Offered: Winter

Equivalent Course(s): PBPL 26400

CEGU 26770. Stories of Oceans and Archipelagos. 100 Units.

According to Fijian-Tongan writer Epeli Hau'ofa, "There is a world of difference between viewing the Pacific as 'islands in a far sea' and as 'a sea of islands.'" In this course, we will delve into the "world of difference" that exists between viewing islands as remote and insignificant, and considering them as crucial nodes in an ever-expanding planetary network. Simultaneously, we will consider the stakes of moving away from traditional representations of the ocean as a blank canvas for human movement, to instead consider it as a vibrant material and multispecies space. This course will encourage students to formulate their own approaches to cutting-edge debates in archipelagic theory and critical ocean studies, and to situate those debates within the broader fields of environmental humanities and postcolonial studies. Readings will be drawn from the Pacific Ocean, the Atlantic Ocean (including the Caribbean Sea), and the Indian Ocean.

Instructor(s): Nikhita Obeegadoo Terms Offered: Course not taught in 2025-26

Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.

Note(s): Taught in French.

Equivalent Course(s): RDIN 26770, CMLT 26771, FREN 26770

CEGU 26907. Into the Unquiet Woods: The Environmental History of South Asia. 100 Units.

Today South Asia is the world region perhaps most acutely threatened by climate change, air pollution, water scarcity, and extreme weather. At the same time, the Indian subcontinent has long been the source of the most vibrant and innovative research in environmental history beyond the West. Drawing on this rich body of scholarship, this course explores the deep historical roots of South Asia's contemporary environmental crises. How have the Asian monsoon, the Indian Ocean, and the Himalayas shaped human history? What were the environmental consequences of British colonial rule? How have South Asian intellectuals and protesters pushed forward the boundaries of green thought and political action, from M. K. Gandhi to the "tree hugging" Chipko movement and anti-dam activists of the 1970s and 1980s? We will investigate both the South Asian avatars of classic topics in environmental history (like the plantation, mineral extraction, industrialized agriculture, and chemical toxicity) as well as place-specific issues like the environmental history of caste and Hindu nationalism. On the way, we will pay particular attention to how historians have wrestled with the conceptual and aesthetic challenges of incorporating non-human agency at diverse scales, from El Niño and unruly rivers to opium poppies and mollusks.

Instructor(s): E. Chatterjee Terms Offered: Spring

Equivalent Course(s): HIST 36907, SALC 26907, CEGU 36907, SALC 36907, CHSS 36907, HIST 26907, HIPS 26907

CEGU 27000. Leveraging Sensors and Mobile Technologies for Population Health Research. 100 Units.

This course explores the use of wearable devices, mobile technologies, and environmental sensors in population and precision health research, with a focus on mental health and well-being. Students will learn how to integrate physiological, behavioral, and environmental data to measure health outcomes and exposures in real-world settings. The course covers key topics such as study design, data collection methods like ecological momentary assessment, data analysis techniques for mobile health data, and challenges related to adherence and health disparities. By the end, students will gain the practical skills to design and analyze studies using these advanced technologies for health research.

Instructor(s): Laura McGuinn Terms Offered: Spring

Prerequisite(s): None

Equivalent Course(s): CEGU 47000, HLTH 27002, MSPH 47000

CEGU 27100. Cartographic Design and Geovisualization. 100 Units.

This course is a hands-on introduction to core principles and techniques associated with cartographic design, especially with regards to digital map design and the geographic visualization of data. In this course, you will work with free and open-source geographic data visualization and Geographic Information Systems (GIS) software and tools, presenting your design assignments in class for student-led peer critiques, culminating in a final design portfolio at the end of the course. You will also conduct personal field investigations throughout the quarter to apply your learning and gain real world inspiration. Main topics include map generalization, symbology, scale, visual variables, scales of measurement, 2D and 3D design, map animation and interaction, and web mapping. The course is a survey course of these topics, with opportunities to actively build your design skills and critical evaluation abilities with regards to cartography and geographic visualization.

Instructor(s): Crystal Bae Terms Offered: Autumn. Offered 2024–25

Equivalent Course(s): GISC 37100, CHST 27100, GISC 27100

CEGU 27102. Spatial and Environmental Cognition. 100 Units.

This course serves as an overview of spatial cognition and environmental perception, which relates to all aspects of spatial thinking, spatial behavior, and human-environment interaction in spatial and social contexts. Topics of study include cognitive maps and wayfinding behavior, spatial and environmental learning, spatial choice and decision-making, migration and travel, time geography, place and regional identity, and the role of gender and culture in spatial cognition.

Instructor(s): Crystal Bae Terms Offered: Spring. Offered 2023-24

Equivalent Course(s): GISC 37102, GISC 27102, CHST 27102

CEGU 27110. Spatial Thinking in Historical Cartography. 100 Units.

The course will introduce students to the ways in which cartographers in the English-speaking world have conceived of representing spatial patterns in map form, and how that has changed over time beginning in the 18th century, given changes in world view, cultural background, cartographic technology, business organization, and educational fashion. The objective is to sharpen students' ability to think critically about how maps have been produced in history, evaluate their design, effectiveness, and limitations, and the uses to which they have been put.

Instructor(s): M. Conzen Terms Offered: Autumn

Note(s): This course can be counted toward as a 4th year CEGU/ENST Capstone course.

Equivalent Course(s): GISC 27110, CHST 27110

CEGU 27111. Consider the Lobster: Animal Law and Policy. 100 Units.

Brief Description: Humans share the Earth with countless multitudes of sentient, non-human beings. We categorize our fellow earthlings into, for example, farm animals; pets; wild animals; pests; and so on. For each of these animal categories, we have laws, policies, and norms that influence our interactions with our fellow creatures and also profoundly affect the births, lives, and deaths of animals. This discussion-based course

examines animal-related policies. We will look at broad questions - should animal wellbeing be directly taken into account in policy analysis, or only accounted for via human interest in animal wellbeing? - as well as specific policies with respect to farm animals, zoo animals, companion animals, and so on.

Instructor(s): James Leitzel Terms Offered: Spring

Equivalent Course(s): PBPL 27110, PPHA 37450

CEGU 27155. Urban Design with Nature. 100 Units.

This course will use the Chicago region as the setting to evaluate the social, environmental, and economic effects of alternative forms of human settlement. Students will examine the history, theory and practice of designing cities in sustainable ways - i.e., human settlements that are socially just, economically viable, and environmentally sound. Students will explore the literature on sustainable urban design from a variety of perspectives, and then focus on how sustainability theories play out in the Chicago region. How can Chicago's neighborhoods be designed to promote environmental, social, and economic sustainability goals? This course is part of the College Course Cluster program: Urban Design. In Autumn 2025, Urban Design with Nature will focus on sustainable and accessible mobility with a focus on campus and the neighborhoods we transverse and inhabit. Students will consider how mobility is central to urban sustainability and how to reimagine cities, neighborhoods and campuses as social and economic spaces connected by safe, low impact, environmental, equitable and efficient networks of transit. Students enrolled in Autumn 2025 must be willing to spend time outdoors, moving about campus and its surroundings.

Instructor(s): Sabina Shaikh and Emily Talen Terms Offered: Autumn

Equivalent Course(s): CHST 27155, CCSG 22502, PBPL 27156, GISC 27155, BPRO 27155, ARCH 27155

CEGU 27521. Energy in World Civilizations I. 100 Units.

This two-quarter course explores the historical roots of climate change and other global environmental problems with a special attention to how energy use shapes human societies over time. Part I covers energy systems across the world from prehistory to the end of the nineteenth century.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): Parts I and II should be taken in sequence. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 17521, SOSC 27521, HIPS 17521

CEGU 27522. Energy in World Civilizations II. 100 Units.

This two-quarter course explores the historical roots of climate change and other global environmental problems with a special attention to how energy use shapes human societies over time. Part II covers energy systems across the world from the early twentieth century to the present, examining themes such as the uneven globalization of energy-intensive lifestyles, the changing geopolitics of energy, and possible futures beyond fossil-fuel dependence.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Parts I and II should be taken in sequence. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 17522, SOSC 27522, ANTH 17522, HIPS 17522

CEGU 27700. Sensing the Anthropocene. 100 Units.

In this co-taught course between the departments of English (Jennifer Scappettone) and Visual Arts (Amber Ginsburg), we will deploy the senses most overlooked in academic discourse surrounding aesthetics and urbanism--hearing, taste, touch, and smell--to explore the history and actuality of Chicago as a site of anthropogenic changes. Holding the bulk of our classes out of doors, we will move through the city seeking out traces of the city's foundations in terraforming actions such as the filling in of swamp, the production of the river as pipeline, and the creation of transportation and industrial infrastructure--all with uneven effects on human and nonhuman inhabitants. Coursework will combine readings in the history and theory of the Anthropocene (the proposed geological epoch in which humans have become the dominant force shaping Earth's geology, climate, and ecosystems) with examples of how artists and activists have made these changes visible, tangible, audible, and otherwise apprehensible, providing forums for playful documentation and annotations as we draw, score, map, narrate, curate and collate our sensory experience of this all-encompassing yet elusive phenomenon into a final experimental book project. Admission by consent: Beginning February 16, please send to both jscape@uchicago.edu and amberginsburg@gmail.com: a short statement (as brief as a couple sentences) sketching your academic background/major/interests and specifying your interest (general or specific).

Instructor(s): J. Scappettone, A. Ginsburg Terms Offered: Spring

Prerequisite(s): PQ: Third or fourth-year standing; room for several graduate students

Equivalent Course(s): BPRO 27200, ARCH 22322, ARTV 32322, COGS 26203, ENGL 47700, ARTV 22322, CHST 27200, ENGL 27700, CRWR 27250

CEGU 27761. Introduction to Modern Architecture: Modernity and Its Other. 100 Units.

This course invites students to reflect on the idea of modernity in architecture as it developed from the 15th century to the late 20th century. Its aims are twofold: first, to introduce students to selected architectural episodes across time and space; second, to demonstrate that modernity is a concept deeply charged with power dynamics. Historically, the idea of modernity has defined its margins by systematically portraying certain people, cultures, and places as deficient in the modern mind, techniques, or aesthetics. In this respect, modernity and its antonyms are inseparable, like two sides of the same coin. Over the quarter, we will examine exclusionary visions of

modernity, challenge their claims to universality, and amplify the voices of those who proposed alternative models for modernity in architecture.

Instructor(s): J. Huet Terms Offered: Autumn

Prerequisite(s): Fulfills the following requirements in the ARTH major and minor: African, Asian, modern (post-1800), European and American, modern (post-1800), Latin American, Theory and Historiography

Equivalent Course(s): ARTH 17761, ARCH 17761

CEGU 27777. Disrupting Environmental Narratives: Colonialism, Race and Toxicity. 100 Units.

The environmental humanities have long been dominated by texts and theories from privileged sections of Europe and North America. How might this field be "disrupted" to make way for alternative understandings of our natural world that have always existed and yet remain on the margins of academic discourse? And if we are to focus on works from the "Global South," how do we account for its internal divisions and hierarchies, such as the oft-invisibilized archipelagos of the Indian Ocean? In this course, we engage with works by contemporary writers and filmmakers from parts of the world usually grouped as the "Global South" (a label we will interrogate within the course), as a means of nourishing our creative and critical understandings of what it means to tell stories about the various ecologies we inhabit. What is the role of storytelling from the Global South in our perception of environmental change and in the current environmental crisis? How can novels, films, and short stories raise awareness of and emotional engagement with the racialized environmental impact of colonialism and coloniality in South Asia, Africa, and Latin America? We will explore the potential of narratives to challenge common assumptions regarding the environment, race, and power; and discuss how contemporary literature and film address the continuities between colonial pasts and the growing levels of toxicity in multiple regions of the Global South.

Instructor(s): Nikhita Obeegadoo, Victoria Saramago Terms Offered: Spring

Note(s): Taught in English, with readings available in English, French, Portuguese and Spanish

Equivalent Course(s): PORT 27777, RDIN 27777, LACS 27777, SIGN 27777, SPAN 27777, FREN 27777

CEGU 28100. Introduction to Geocomputation. 100 Units.

This course investigates the theory and practice of computational approaches in Geographic Information Science. Geocomputation is introduced as a multidisciplinary systems paradigm necessary for solving complex spatial problems and facilitating new understandings. Students will learn about the elements of spatial algorithms and data structures, geospatial topologies, spatial data queries, the basics of geodatabase architecture and design, and their implementation in Python.

Instructor(s): Yue Lin Terms Offered: Autumn. Offered 2024–25

Equivalent Course(s): ARCH 28202, GISC 28100, GISC 38100

CEGU 28101. Introduction to Environmental Sociology. 100 Units.

Is the natural environment separate from society? The field of environmental sociology questions this divide, illuminating the ways in which society is intermeshed with the non-human world. This course introduces students to key theories, concepts, and topics in environmental sociology, with particular attention to the causes and forms of environmental inequality. Students will engage with both the ecological insights of foundational social theorists and essential areas of contemporary research, including environmental justice, gender and the environment, and climate politics. While each week will be devoted to a particular theme, students will learn to connect ideas and insights across areas of inquiry, such as the relationship between food systems, racialized labor, and uneven exposure to pollution. Through close readings of texts and evaluation of contemporary data and events, students will learn to analyze complex socio-ecological processes and problems.

Instructor(s): M. Lurie Terms Offered: Winter

Equivalent Course(s): SOCI 28101, RDIN 28101

CEGU 28150. Access Worlds. 100 Units.

This course provides the tools for coming to an expansive account of "access" by examining its conceptual ambiguities and practical consequences for individuals, communities, institutions, and nation-states. Students will be invited to interrogate diverse scholarly perspectives on access that posit it as measurable entities, as empowerment and rights, as social justice, and as an ethnographic method to question and imagine otherwise. Through selected interdisciplinary literature ranging from ethnographies to policy documents to activist manifestos, students will learn to analyze how different conceptions of accessibility correspond to sociohistorical contexts such as the Euro-American postwar social development, the civil rights and independent living movement, de-institutionalization, and the globalization of the bio-psycho-social model as a legal framework of disability advocacy. In the urban context, how do cities become the precondition of our understanding of access? How do we think about access in relation to nature? This course prepares us to think about how visions, practices, and relationships of access influence the interventions that urban planners, architects, application designers, state bureaucrats, and activists make in the everyday lives of disabled people.

Instructor(s): Z. Lin Terms Offered: Autumn

Prerequisite(s): This course is open only to college students or M.A. students.

Note(s): Undergrad distribution: B

Equivalent Course(s): HLTH 28105, CHDV 28105, CHDV 38150

CEGU 28200. Spatial Analysis Methods in Geographic Information Systems. 100 Units.

This course provides an overview of methods of spatial analysis and their implementation in geographic information systems. These methods deal with the retrieval, storage, manipulation and transformation of spatial

data to create new knowledge. Examples are spatial join operations, spatial overlay, buffering, measuring accessibility, network analysis and raster operations. The fundamental principles behind the methods are covered as well as their application to real-life problems using open source software such as QGIS.

Instructor(s): Crystal Bae Terms Offered: Autumn. Offered 2024–25

Equivalent Course(s): GISC 38200, ARCH 28402, GISC 28200

CEGU 28300. Topics in Geographic Information Science. 100 Units.

This advanced course extends and connects both foundational and functional concepts in Geographic Information Science. Students will gain a comprehensive understanding of key areas, including web GIS as well as advanced geospatial visualization techniques. In addition, the course emphasizes the utilization of the R programming language, exposing students to its application within open source software environments through advanced programming and scripting languages.

Instructor(s): Yue Lin Terms Offered: Winter. Offered 2024–25

Equivalent Course(s): GISC 38300, GISC 28300, ARCH 28602

CEGU 28307. Global Environmental Humanities. 100 Units.

This course is an introduction to the interdisciplinary field of environmental humanities, which calls on us to study the global environment, and the threats posed by globalization and climate change, using the tools of history, cultural studies, philosophy, and literature. Reading texts from these and other disciplines, we will attend to the ways that "environment" registers in political, aesthetic, and social life across the globe. Sample authors: Fernand Braudel, William Cronon, Dipesh Chakrabarty, Amitav Ghosh, Ursula Heise, Joseph Masco, Jed Purdy, Anna Tsing.

Instructor(s): Isabel Gabel Terms Offered: Autumn. Offered in Autumn 2023

Equivalent Course(s): HIST 25422, KNOW 38307, KNOW 28307, HIPS 28307, CHSS 38307

CEGU 28400. GIScience Practicum. 100 Units.

This applied course in geographic information science builds upon and refines knowledge and geocomputational expertise gained in the GIScience sequence. Students will develop a multifaceted GIS project incorporating spatial thinking in design, infrastructure, and implementation. This year's projects will focus on urban renewal in mid-20th century Chicago. Students will conduct guided projects investigating the implications and legacies of urban renewal, utilizing spatial analysis methods such as network analysis, accessibility analysis, machine learning, and/or regression modeling. This course will feature guest lectures from organizations such as the Chicago History Museum and Newberry Library to introduce backgrounds and data on urban renewal in the United States. Students will also share their work in a student-engaged event.

Instructor(s): Yue Lin Terms Offered: Spring. Offered 2024–25

Prerequisite(s): Students must complete GISC 28100/38100, GISC 28200/38200 (or equivalent GISC coursework) and SOCI 20253/30253 Introduction to Spatial Data Science before taking this course.

Equivalent Course(s): CHST 28400, GISC 28400, GISC 38400

CEGU 28702. Introduction to GIS and Spatial Analysis. 100 Units.

This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of "spatial" variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.

Instructor(s): Crystal Bae Terms Offered: Spring Summer. Offered 2024–25

Equivalent Course(s): SOCI 20283, ARCH 28702, PPHA 38712, GISC 28702, GISC 38702, SOCI 30283

CEGU 28726. Symbiosis: Where science meets the humanities. 100 Units.

Since the (western) 18th century, it has been normative to separate humanities and the sciences. The institutional side of this divide is reflected on college campuses, where there is little intellectual exchange between these areas. This course seeks to challenge that separation by (1) familiarizing ourselves with the history that led to it; (2) exploring materials from Kuhn, Feyerabend, and Foucault; and (3) studying points of intersection such as metaphor in science, science fiction, the Turing Test, humanistic medicine, the cyclical nature of scientific ideas since antiquity, and the metaphysics of science. Requirements: midterm exam; oral presentation; final essay of 8–10 pages

Equivalent Course(s): HIPS 21201, CLCV 28726

CEGU 28800. History of Cartography. 100 Units.

This course offers a grand overview of the key developments in mapmaking throughout history worldwide, from pre-literate cartography to the modern interactive digital environment. It looks at the producers, their audience, the technologies and artistic systems used, and the human and global contexts in which they developed. The course also features experiential learning components with field trips to map collections at Regenstein Library and Newberry Library.

Instructor(s): Yue Lin Terms Offered: Autumn 2024–25

Equivalent Course(s): GISC 28800, HIST 25121, CHST 28800, HIST 35121, GISC 38800, ARCH 28800

CEGU 28900. The U.S. - Mexico Borderlands. 100 Units.

This course examines the US-Mexico Borderlands from a time before political borders to the contemporary moment. As a vast geographical and conceptual space of cooperation and antagonism, the borderlands that include what is today the southwestern United States and northern Mexico comprise a crucial site to interrogate the formation and limits of colonial imposition, national identity, state power, racial segregation, environmental transformation, and capitalist expansion. In this course, we will map the history of the Mexico-US borderlands by drawing from testimony, fiction, images, cartography, music as well as scholarship that centers the experiences of those who have lived in and moved through this territory. This course is open to all.

Instructor(s): Schwartz Francisco, Diana Terms Offered: Winter

Equivalent Course(s): GLST 28900, HIST 36310, HIST 26310, LACS 38900, CEGU 38900, LACS 28900

CEGU 28925. Health Impacts of Transportation Policies. 100 Units.

Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

Instructor(s): Bhalla, Kavi Terms Offered: Spring

Equivalent Course(s): ENST 28925, PBPL 28925, PPHA 41021, ARCH 28925, HLTH 28925

CEGU 29369. Interactive Environments. 100 Units.

This is a course about how environmental concepts and aesthetics are mediated using interactive technologies, from video games to computer models. The environment has long been imagined as something constituted by interactions. We can think of Charles Darwin's figuration of a "tangled bank, clothed with many plants of many kinds, with birds singing on the bushes, with various insects flitting about, and with worms crawling through the damp earth... dependent upon each other in so complex a manner" to produce new and divergent species over time. Later, such interactions were captured in mathematical and computational models, e.g. of predator-prey dynamics. In this course, we will consider the history and theory of the interactive environment alongside interactive media, a genre that includes entertainment media like video games, ecological modeling software, analog toys/games, and social media platforms. The class explores the interactivity of environments through hands-on play, tinkering, argumentation and experimentation with interactive media. Students will learn to critically analyze popular imaginaries, aesthetic objects, and the tools of scientific knowledge production, and interrogate how each contributes to urgent conversations about how we interact with nature.

Instructor(s): Katherine Buse Terms Offered: Winter

Equivalent Course(s): CEGU 39379, MADD 10379, CMST 39379, CMST 29379

CEGU 29400. Climate Change and Human Mobility. 100 Units.

A 2021 UN report estimated 21.5 million people have been forced to move each year, for over a decade, due to climate change. The report states "weather-related crises have triggered more than twice as much displacement as conflict and violence in the last decade" (UNHCR, 2021). In spite of mounting evidence that climate change is to blame for these catastrophic weather-related events and associated increases in migration, the UNHCR eligibility criteria for refugee status doesn't include climate change. Due to political challenges involved in considering such a definition change, the UN convened member states to establish a global compact for migration that takes the effects of climate change into consideration. The Global Compact suggests rights and obligations of climate change migrants, and standards to guide sovereign states in protecting these rights. Given the growth in climate change related migration over the last decade, and the complicated nature of implementation with such a broad international instrument such as the Global Compact, there is room for development within the climate change and human mobility sector. Course will examine the issue of climate change & its relationship to human mobility using human rights, political ecology, & social policy perspectives; consider how these different perspectives for understanding the problem suggest different types of policy solutions; & consider the impact of these solutions for those affected. FIELD TRIP 03/16 8:30-3:30

Terms Offered: TBD

Equivalent Course(s): SSAD 29400, HMRT 39401, CEGU 69400, CHST 29400, SSAD 69400, HMRT 29400

CEGU 29500. Independent Study. 100 Units.

Independent research with a CEGU faculty member. Note: Reading and Research courses do not count towards major requirements without prior consent.

Instructor(s): Staff Terms Offered: Winter

CEGU 29520. Sustainability and Computing. 100 Units.

Once a darling of the economy, the computing industry has come under fire as "techlash" brings a spotlight to its negative environmental and societal impacts. We focus on understanding computing's environmental impact, and the productive and substantial (not greenwashing) actions that can be taken to reduce it. The objective of this course is to expose students to a sophisticated view of how computing affects the environment, and how it can become more sustainable through action in several dimensions, including technology invention and design, business/ecosystem structure, individual and government action. Students will be empowered with the intellectual tools to understand and act with insight on these issues in their professional careers.

Prerequisite(s): Students must be in their third or fourth year of study.

Note(s): This course may be used as a College elective, but not as a CS major elective.

Equivalent Course(s): CMSC 39520, BPRO 29520, CMSC 29520

CEGU 29634. African Cities and Urbanism. 100 Units.

This course looks at urbanism and urbanization in the nineteenth and twentieth centuries through a focus on selected cities in East, Southern, and West Africa. Beginning with existing trade routes and economic centers onto which some colonial cities were mapped, the course explores waves of migration over different historical periods, infrastructural imaginaries and the policies that shaped them, informal and formal economies, and cultural expressions and representations of life and living in the city. We will draw from a diversity of sources including fiction, non-fiction, architecture, town planning, photography, and the arts to examine political, social, economic, and topographical features and forces that drove the growth and development of each city studied, and also to reflect on commonalities that emerged between cities across different regions of the continent.

Instructor(s): T. Thipe Terms Offered: Spring

Equivalent Course(s): ARCH 29634, HIST 29634, RDIN 29634

CEGU 29654. Tutorial: Populating the Earth: Biopolitics and Geopolitics of Life. 100 Units.

From the nineteenth century to the present, human populations grew from 1 to 8 billion people on Earth. How did we get here? This course explores histories of science, technology, and medicine, as well as environmental transformations that have enabled global population growth in the last 200 years. Readings will cover a broad range of themes including agricultural reform, public health, eugenics, and climate change.

Equivalent Course(s): HIPS 29654, HIST 25037

CEGU 29700. Reading & Research: Environmental Law Practicum I. 100 Units.

The Abrams Environmental Law Clinic attempts to solve some of the most pressing environmental and energy challenges throughout the Chicago area, the Great Lakes region, and the country. On behalf of a range of different clients, the clinic takes on entities which pollute illegally, fights for stricter permits, advocates for changes to regulations and laws, holds environmental and energy agencies accountable, and develops innovative approaches for improving the environment, public health, and the energy system. Through clinic participation, students learn substantive environmental law and procedures for addressing concerns through the courts, administrative agencies, and legislative bodies. Students develop core advocacy competencies, such as spotting issues, conducting factual investigations, performing practical legal research, advocating through written and oral communications, planning cases, managing time, and addressing ethical issues and dilemmas. In addition, students develop an appreciation for the range of strategic and tactical approaches that effective advocates use.

Instructor(s): Mary Beth Pudup Terms Offered: Autumn Spring Winter

Note(s): Participation in the CEGU law clinic practicum is limited to third and fourth-year declared CEGU majors. Enrollment by application only. See the CEGU website for more information.

CEGU 29701. Reading & Research: Environmental Law Practicum II. 100 Units.

Independent study with an individual faculty member.

Terms Offered: Spring

Note(s): This course is open to advanced undergraduates. Students selected for the Environmental Law Practicum will be enrolled in this course. Registration by consent only.

CEGU 29801. BA Colloquium I. 100 Units.

This colloquium is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. The class meets weekly.

Instructor(s): Christopher Kindell Terms Offered: Autumn

Prerequisite(s): Students must have an approved topic proposal and a faculty reader.

CEGU 29802. BA Colloquium II. 100 Units.

This colloquium assists students in conceptualizing, researching, and writing their BA theses.

Instructor(s): Christopher Kindell Terms Offered: Winter

Prerequisite(s): Students must have an approved topic proposal and a faculty reader.

CEGU 29901. Community Projects I: Concept, Planning and Research. 100 Units.

This is the first of a two-course sequence of weekly workshops designed to support student work on projects developed with partner organizations in Chicago. In this first course, students begin with a question posed by the partner organization and identify different approaches to addressing the question. From this concept stage, students move onto evaluating different alternatives in consultation with their community partners before deciding on a project strategy. At this point, work shifts to planning and research that will be a mix of document analysis, field work, and interviews. Throughout the quarter, students are guided through the process

of intellectually framing a problem statement and identifying relevant concepts, methods and knowledge sources to inform practical strategies. Students also develop project management skills through an iterative learning-by-doing process. Weekly on-campus workshops are augmented by site visits and work sessions at partner organizations. Students work directly with a partner organization mentor to share knowledge and ensure the project remains faithful to the organization's goals and objectives.

Instructor(s): Mary Beth Pudup Terms Offered: Autumn

CEGU 29902. Community Projects II: Assessment, Communication and Presentation. 100 Units.

This is the second of a two-course sequence of weekly workshops designed to support student work on projects developed with partner organizations in Chicago. This second course begins with an assessment of work to date to determine the need for and scope of additional planning and research. Collaterally, students begin to develop a communication strategy for how their projects will be represented to partner organizations and their constituencies. Students engage in a collaborative process of community curation of their project work in focus group and other settings. Community and organization feedback returns students "back to the drawing board" to incorporate necessary changes. The course sequence concludes with students executing plans for final presentations of their work. Weekly workshops in the second course will maintain focus on project management skills so students achieve completion goals established with partners. The second course in the sequence focuses particularly on students gaining skills to identify and deploy necessary resources to complete projects and develop public presentation skills.

Instructor(s): Mary Beth Pudup Terms Offered: Winter

Prerequisite(s): Completion of CEGU 29901.

