Instructor(s): Sarah Fredericks Terms Offered: Spring
Western philosophy, Christianity (Catholic and Protestant), Buddhist, and Islamic thought.
In the course, we will take a comparative approach to environmental ethics and may examine perspectives from secular causality, an emphasis on individuals, and purely rational decision-making foster or inhibit climate ethics. In our discussion, we will explore the degree to which the assumptions of many modern Western ethical systems including linear principles of environmental ethics such as justice and responsibility are often reimagined in climate ethics. We will also consider the vast temporal and spatial scales of climate change and its inherent uncertainties. For instance, common ethical tools. This course will begin by examining natural and social-scientific studies of climate change and its current and predicted effects (e.g. the reports of the Intergovernmental Panel on Climate Change and the Stern Review). Most of the course will examine how religious and philosophical ethical systems respond to its current and predicted effects (e.g. the reports of the Intergovernmental Panel on Climate Change and the Stern Review). Equivalent Course(s): FREN 44000
Note(s): This course counts towards the ENST 4th year Capstone requirement. This course offered in odd years.
Instructor(s): Pauline Goul Terms Offered: Spring
Note(s): Taught in English. Materials available in English and French.
Instructor(s): M. Conzen Terms Offered: Autumn. Offered 2021-22
The 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. Equivalent Course(s): HIST 21406, HIPS 21406, CHSS 31406, CEGU 21406, HIST 31406
Instructor(s): F. Albrighton Jonsson Terms Offered: Winter
In a seventeenth-century manuscript map of Brazilian coast, the cartographer wrote, in the middle of an empty space, "pays inhabité que par des sauvages," emphasizing among other things the phonetic and semiotic confusion between inhabiting, habituating or settling, and the uninhabitable as a concept. This seminar will look at the French Renaissance through the lens of inhabiting, in a wide sense of the term, whether it is the house, a plot of land, your local zone or the earth. As a time that is confronted with narratives of other, distant ways of making a home, the French Renaissance deserves to be reframed as a critical moment in defining how the humans of Humanism approached and apprehended their environment and their way of life, as well as their dependence on resources and on other beings. Students will read canonical texts such as Montaigne's "Essais," Rabelais's "Gargantua" and "Pantagruel," Jean de Léry's "Histoire d'un voyage faict en la terre du Brésil," Marguerite de Navarre's "Heptaméron," as well as the rustic manuals of Charles Estienne and Jean Liebault and of Olivier de Serres. Aside from recent scholarship on early modern French literature and ecocriticism, we will turn to an interdisciplinary corpus of thinkers of ecology (from theory to psychology and nonfiction) to give new depth to the primary sources, as well as dive into the vibrant and recent French ecological thought of Bruno Latour, Emanuele Coccia, Isabelle Stengers, and Emilie Hache. Equivalent Course(s): HIST 28900, HIST 38900, CEGU 26100, ENST 26100, ARCH 26100
CEGU 44000. Inhabiting in the Renaissance. 100 Units.
In a seventeenth-century manuscript map of Brazilian coast, the cartographer wrote, in the middle of an empty space, "pays inhabité que par des sauvages," emphasizing among other things the phonetic and semiotic confusion between inhabiting, habituating or settling, and the uninhabitable as a concept. This seminar will look at the French Renaissance through the lens of inhabiting, in a wide sense of the term, whether it is the house, a plot of land, your local zone or the earth. As a time that is confronted with narratives of other, distant ways of making a home, the French Renaissance deserves to be reframed as a critical moment in defining how the humans of Humanism approached and apprehended their environment and their way of life, as well as their dependence on resources and on other beings. Students will read canonical texts such as Montaigne's "Essais," Rabelais's "Gargantua" and "Pantagruel," Jean de Léry's "Histoire d'un voyage faict en la terre du Brésil," Marguerite de Navarre's "Heptaméron," as well as the rustic manuals of Charles Estienne and Jean Liebault and of Olivier de Serres. Aside from recent scholarship on early modern French literature and ecocriticism, we will turn to an interdisciplinary corpus of thinkers of ecology (from theory to psychology and nonfiction) to give new depth to the primary sources, as well as dive into the vibrant and recent French ecological thought of Bruno Latour, Emanuele Coccia, Isabelle Stengers, and Emilie Hache. Instructor(s): Pauline Goul Terms Offered: Spring
Instructor(s): Sarah Fredericks Terms Offered: Spring
Committee on Environment, Geography and Urbanization

Note(s): This course meets the CS Committee distribution requirement for Divinity students. Undergraduates must petition to enroll.
Equivalent Course(s): CHSS 51802, RETH 51802, KNOW 51802

CEGU 56801. Introduction to Environmental History. 100 Units.
We live in an age of planetary emergency. Environmental history offers a powerful lens to explore the historical roots of the present moment. This course introduces graduate students to the history of the field, sampling its methods and toolbox, strengths and weaknesses. Readings include a survey of the classics (Merchant, Cronon and Worster) as well as a number of new voices (Demuth, Barnett, Seow).
Instructor(s): F. Albritton Jonsson Terms Offered: Spring
Equivalent Course(s): HIST 56801, CHSS 56801

CEGU 69400. Climate Change and Human Mobility. 100 Units.
A 2021 UN report estimated that 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 much room for development within the climate change and human mobility sector. This course will: examine the issue of climate change and its relationship to human mobility using human rights, political ecology, and social policy perspectives; consider how these different perspectives for understanding the problem suggest different types of policy solutions; and consider the impact of these solutions for those affected.
Terms Offered: TBD
Equivalent Course(s): ENST 29400, SSAD 29400, CEGU 29400, HMRT 39401, CHST 29400, SSAD 69400