

COMMITTEE ON ENVIRONMENT, GEOGRAPHY AND URBANIZATION

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

Based in the Division of Social Sciences at the University of Chicago, the Committee on Environment, Geography and Urbanization (CEGU) is an interdisciplinary platform for critical thinking, advanced research, and innovative pedagogy on the societal and spatial dimensions of climate change, biodiversity loss, and other kinds of environmental transformation.

Key fields of research and pedagogy include urban environmental studies and sustainable urbanism; energy histories and geographies; environmental humanities; spatial and environmental media; environmental policy, design and practice; and community engagement.

Overview

The Doctoral Certificate in Environment, Geography and Urbanization is intended to support advanced research, build intellectual community, and facilitate scholarly collaboration among doctoral students and faculty working in diverse fields of environmental social science and environmental humanities. Grounded in the regular meetings of the CEGU Colloquium as well as specialized doctoral coursework in environmental social science and environmental humanities, the CEGU Doctoral Certificate aims to contribute to the further development of innovative, interdisciplinary doctoral research in these areas.

Eligibility

The CEGU Doctoral Certificate is open to all full-time Ph.D. students in the Division of Social Sciences and the Division of Humanities at the University of Chicago. Students pursuing a Ph.D. in other Divisions or Schools at the University may also petition to pursue the certificate if they can demonstrate that the relevant requirements may be completed in conjunction with their program of doctoral study. Note: the certificate is available only to Ph.D. students and not open to MAPSS or MAPH students, or to students pursuing a non-doctoral professional degree elsewhere in the University.

Eligible students may indicate their intention to complete the CEGU Doctoral Certificate at any stage of their doctoral coursework (admissions are rolling). This should ideally occur prior to the start of their second year of study. The CEGU Doctoral Certificate provides proof of specialized knowledge and research capacity in environmental social science and environmental humanities.

Full certificate details can be found on the CEGU Doctoral Certificate website. (<https://cegu.uchicago.edu/doctoral-certificate/>) Please contact Tess Conway, student affairs administrator, at tconway@uchicago.edu with any questions.

COMMITTEE ON ENVIRONMENT, GEOGRAPHY AND URBANIZATION COURSES

CEGU 30061. 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): CEGU 20061, NEAA 20061, GISC 20061, GISC 30061, ANTH 26710, ANTH 36710, NEAA 30061

CEGU 30062. 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): NEAA 30062, GISC 30062, NEAA 20062, CEGU 20062, ANTH 36711, ANTH 26711, GISC 20062

CEGU 30700. 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): RDIN 20700, RDIN 30700, SALC 32704, SALC 26501, ANTH 20700, ANTH 30700, CEGU 20700, CHDV 20700, CHDV 30750

CEGU 30702. Introduction to Environmental Ethics. 100 Units.

This course will examine answers to four questions that have been foundational to environmental ethics: Are religious traditions responsible for environmental crises? To what degree can religions address environmental crises? Does the natural world have intrinsic value in addition to instrumental value to humans, and does the type of value the world has imply anything about human responsibility? What point of view (anthropocentrism, biocentrism, theocentrism) should ground an environmental ethic? Since all four of the above questions are highly contested questions, we will examine a constellation of responses to each question. During the quarter we will read texts from a wide variety of religious and philosophical perspectives, though I note that the questions we are studying arose out of the western response to environmental crises and so often use that language. Some emphasis will be given to particularly influential texts, thinkers, and points of view in the scholarship of environmental ethics. As the questions above indicate, the course prioritizes theoretical issues in environmental ethics that can relate to many different applied subjects (e.g. energy, water, animals, climate change) rather than emphasizing these applied issues themselves. Taking this focus will give you the background necessary to work on such issues later.

Instructor(s): Sarah Fredericks Terms Offered: Autumn

Note(s): This course meets the CS Committee distribution requirement for Divinity students. Undergraduates must petition to enroll.

Equivalent Course(s): KNOW 30702, RETH 30702

CEGU 31501. Genealogies of 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): GLST 21501, HMRT 21501, ENST 21501, SSAD 21501, SSAD 41501, MAPS 31101, CEGU 21501

CEGU 31720. 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): PBHS 31720, HLTH 21720, CEGU 21720

CEGU 32146. Ecology & Governance in Israel and the Middle East. 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.

Instructor(s): Michael Fisch

Equivalent Course(s): ANTH 32146

CEGU 32211. 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): KNOW 22211, ARCH 22211, CHST 22211, CEGU 22211, ENST 22211

CEGU 32301. 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): CEGU 22301, GLST 29301, MAPH 32301, ENST 22301

CEGU 34555. 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: Winter

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): RDIN 34555, FREN 24555, CEGU 24555, FREN 34555, RDIN 24555

CEGU 34660. 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): ENST 24660, ARCH 24660, CEGU 24660

CEGU 36100. 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): CEGU 26100, ARCH 26100, ENST 26100, HIST 28900, HIST 38900, CHST 26100

CEGU 40244. Climate change, history and Social Theory. 100 Units.

This course considers some of the major approaches to climate change and society that have been elaborated by contemporary social and environmental theorists. Key topics include the legacies of environmental thought in classical social theory; the histories and geographies of environmental crises under capitalism; the conceptualization of "nature" in relation to societal dynamics; the role of capitalism and fossil capital in the production of "metabolic rifts"; questions of periodization and associated debates on the "Anthropocene," the "Capitalocene" and the "Plantationocene"; the interplay between urbanization and climate emergencies; the (geo)politics of decarbonization; insurgent struggles for climate justice; and possible post-carbon futures.

Instructor(s): N. Brenner, F. Albritton Jonsson Terms Offered: Autumn

Prerequisite(s): Some previous course work in classical and/or contemporary social theory, preferably at the graduate level

Equivalent Course(s): CCCT 40244, HIST 43204, CHSS 43204, PLSC 40244, SOCI 40244

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 inhabitué 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

Note(s): Taught in English. Materials available in English and French.

Equivalent Course(s): FREN 44000

CEGU 50103. The Land is Ours: Colonialism, Belonging, and Sovereignty in Africa. 100 Units.

This course centers land in thinking about the development of dominant political, economic, social, and cultural systems in Africa during and after colonialism. It examines how different actors have articulated their relationships to specific areas of land and established systems and institutions to structure these relationships. Looking at the colonial period, we will focus on competition between indigenous and colonial land tenure systems and the transformative effects of colonial land tenure systems on how people in Africa engaged in political, economic, and social life. Under independence, we will examine how African states used land as part of decolonization processes and the interplay between colonial and indigenous land tenure systems in how the citizens of independent African states have framed and exercised their claims to land. Texts for the course will include historical and other scholarly monographs, primary documents, photographs, and film.

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

Equivalent Course(s): HIST 50103

CEGU 51802. 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. 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 the vast temporal and spatial scales of climate change and its inherent uncertainties. For instance, common principles of environmental ethics such as justice and responsibility are often reimagined in climate ethics. We will also explore the degree to which the assumptions of many modern Western ethical systems including linear causality, an emphasis on individuals, and purely rational decision-making foster or inhibit climate ethics. In the course, we will take a comparative approach to environmental ethics and may examine perspectives from secular Western philosophy, Christianity (Catholic and Protestant), Buddhist, and Islamic thought.

Instructor(s): Sarah Fredericks Terms Offered: Spring

Note(s): This course meets the CS Committee distribution requirement for Divinity students. Undergraduates must petition to enroll.

Equivalent Course(s): KNOW 51802, CHSS 51802, RETH 51802

CEGU 56602. Materials and Materiality. 100 Units.

Things have gathered more interest among scholars in both history and beyond. Considering this new focus on the materials and the materiality of things, some describe this trend as a "material turn" from the previous focus on cultural history and the analysis of discourses. How do historians in different areas write about things? What aspects of materiality do they focus on? In this course, we will explore the nascent "material turn" by diving into a few selected and representative works that look into the "thingness" behind materials. Instead of seeing this focus on materiality as separate from earlier approaches, this course hopes to incite discussions on how different scholarship's focus on materiality contribute to, engage with, and complicate other scholarship. The assignment for this course includes a combined book review of about 1000-2000 words that brings three recent books on electricity into a dialogue with each other. For the final project, students will write a research paper of about 20-25 pages long on a specific thing or a discussion of the materiality of their choice after consultation with the instructor.

Instructor(s): Y. Dong Terms Offered: Spring

Equivalent Course(s): HIST 56602, CHSS 56602, EALC 56602

CEGU 57300. Colloquium: Environmental History. 100 Units.

This graduate colloquium provides an advanced introduction to the vibrant field of environmental history. We will trace the evolution of this rich historiography, from first-generation classics-often focused on the American West-through to the geographical and thematic diversification of recent years. The course will give a flavor of this diversity, touching too upon influential works in emerging subfields like animal history, climate history, enviro-tech, and evolutionary history. Throughout, we will study how historians have addressed new analytical and aesthetic challenges: negotiating the insights of the natural sciences, incorporating nonhuman agency, and writing history at the vast scales of deep time and the planetary. The course is ideal for PhD students preparing a general examination field and/or designing a research paper, but is open to MA students as well.

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

Equivalent Course(s): HIST 57300, CHSS 57300

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): SSAD 29400, HMRT 39401, CEGU 29400, CHST 29400, HMRT 29400, ENST 29400, SSAD 69400

