Turn to an interdisciplinary corpus of thinkers of ecology (from theory to psychology and nonfiction) to give of Olivier de Serres. Aside from recent scholarship on early modern French literature and ecocriticism, we will also look at Marguerite de Navarre’s “Heptaméron,” as well as the rustic manuals of Charles Estienne and Jean Liebault and “Essais,” Rabelais’s “Gargantua” and “Pantagruel,” Jean de Léry’s “Histoire d’un voyage faict en la terre du Brésil,” and their dependence on resources and on other beings. Students will read canonical texts such as Montaigne’s “Essais,” as well as texts from the Ancien Régime, to examine how the humans of Humanism approached and apprehended their environment and their way of life, as well as the ways of making a home, the French Renaissance deserves to be reframed as a critical moment in defining how we understand a person, a plot of land, your local zone or the earth. As a time that is confronted with narratives of other, distant places, the French Renaissance is often considered as an era of progress and modernity, with a focus on the development of cities and the growth of trade and industry. However, this seminar will look at the French Renaissance through the lens of inhabiting, both in the sense of living in a place and in the sense of understanding the ways in which people interact with their environment.

This seminar will also involve the study of digital geographies of climate justice, including the use of remote sensing and GIS technologies. These technologies pose a number of challenges, as they can be used to monitor and track human rights abuses at sea, acting as an auxiliary ecological police force to identify and 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 the study of the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We will 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.

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 will 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.

In the 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 phonic 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 places, 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 fait 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

### Committee on Environment, Geography and Urbanization Courses

**CEGU 31406. 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 introduce 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: Winter

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

**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 plights 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, grundtruthed, 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 the study of the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We will 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): ENST 22301, CEGU 22301

**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 will 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): ENST 22301, CEGU 22301

**CEGU 44000. Inhabiting in the Renaissance. 100 Units.**

In a seven-twentieth-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 phonic 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 places, 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 fait 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

## 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.
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 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): CHSS 51802, KNOW 51802, RETH 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): SSAD 29400, ENST 29400, SSAD 69400, CHST 29400, HMRT 39401, CEGU 29400

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