Starting in academic year 2023–24, the ENST major will be replaced with the Environment, Geography, and Urbanization (CEGU) major. All students who have declared the ENST major prior to Autumn Quarter 2023 will continue with the major requirements described here or opt into the CEGU major. All students who declare during or after Autumn Quarter 2023 or those who choose to opt into the CEGU major should visit the Environment, Geography, and Urbanization catalog page for the updated requirements and guidelines. Students in the ENST major may count any CEGU course toward their ENST major.

Urban and environmental issues are interconnected. Urbanization, climate change, biodiversity and habitat loss, pollution, food and energy needs, and issues of social justice and economic stability are among the most pressing issues facing contemporary societies. Environmental and urban processes operate at multiple scales, involving natural and human consequences that cannot be addressed solely within a single discipline. Students will gain an understanding of the interconnected natural and urban realms, building their understanding of what sustainable development means and how opportunities and challenges can be met. The major motivates a deeper theoretical understanding of urbanism and nature, as well as practical strength in addressing urban and environmental challenges. It brings a spatial and place-based perspective to the study of these challenges, using built form and environmental context as key, conceptual lenses to investigate the social, cultural, economic, and humanistic dimensions of urbanization and environment.

PROGRAM OF STUDY

The major and minor program in Environmental and Urban Studies encourages interdisciplinary approaches to the study of environment, geography, and urbanization grounded in theoretical frameworks and research methods from the social sciences and humanities, complemented by approaches from environmental sciences, urban planning and design, and urban science. The major fosters the interrogation of the limits and possibilities of inherited approaches to the study of society and environment across space and time, and explores new epistemologies, conceptual frameworks, and research methods for the analysis of socio-environmental dynamics, especially in relation to the cascade of environmental emergencies that are reshaping the conditions for social existence across the planet.

THEMATIC TRACKS

Students can choose between two thematic tracks: Environmental and Urban, with a strong foundational basis in the intersection of the two tracks through courses, electives, and research.

- **The Environmental Track** focuses on the study of human behavior and its relationship to environmental preservation and conservation, environmental social communication, and various connections between nature and modern humanity. This track offers an emphasis in environmental social sciences and law, sustainable development, human ecology, environmental ethics and justice, and the social and humanistic study of climate change.

- **The Urban Track** of the major focuses on human interactions with the urban built and natural environment. This track emphasizes the human experience of cities through the study of urban social sciences, urban form, urban design, urban planning, and emerging urban science.

BA THESIS/BA CAPSTONE

All students majoring in ENST complete either a BA Thesis or BA Capstone in their fourth year. The BA Thesis is required for any student pursuing honors in the major, while all other students must complete either the BA Thesis or BA Capstone.

**BA Thesis:** The BA Thesis gives students a valuable opportunity to conduct extended research, writing, and analysis on a topic of particular significance to them. Frequently, undergraduates who write and reason well are nevertheless unaccustomed to directing their own academic inquiry from within by formulating and conducting a research project from start to finish. The program, therefore, offers significant guidance and support from faculty and preceptors in these independent projects. For this purpose, students choose expert advisers from across the University, receive mentorship from program faculty, and participate in a two-quarter BA Colloquium course sequence in their fourth year. Some theses are not only self-styled but may take students to far-off places, both geographically and intellectually. The results are often remarkable in their scope and creativity.

Any student majoring in ENST may choose to complete a BA Thesis, but it is required by those pursuing honors in the major. The BA Thesis is an extended piece of research, conducted independently by the student under advisement by a University of Chicago faculty member. While a long research paper (40–60 pages) is the traditional approach to the thesis, other formats involving alternative media or design will be considered if accompanied by a written text and are approved at the proposal stage by the Program on the Global Environment faculty.
Starting in 2022–23, in the Spring Quarter of the third year, students will attend a BA information session and brainstorming workshop, and meet with a graduate student preceptor. Students wishing to complete a BA Thesis must submit a BA Thesis application with endorsement by a faculty adviser in the Spring Quarter of their third year. If approved, students will attend Spring Quarter workshops to prepare a reading list and BA Thesis plan.

Students must enroll in ENST 29801 BA Colloquium I in the Autumn Quarter and ENST 29802 BA Colloquium II in the Winter Quarter of their fourth year. The BA Thesis is due in the third week of the Spring Quarter.

**BA Capstone:** The BA Capstone option is open to all students in the major but does not qualify any student for honors. In this track, students must complete one individual (not group-based) BA Capstone project as required within a designated Capstone course. While certain Capstone courses can be taken prior to the fourth year, they will only count towards the BA Capstone requirement if taken in the fourth year. The course-based BA Capstone project will be designed by the instructor for all students in the course, regardless of major or track. The project may be an extended research or policy paper (7,500–10,000 words), a series of writings for art or media (several 3,000–5,000 word articles), a design project in a studio course, a creative project (e.g., short film, artwork, creative writing, or podcast), or another type of project designed by the instructor.

All fourth-year students must present their BA Thesis or BA Capstone project in the final symposium held in the ninth week of the Spring Quarter of their fourth year.

For further details and important dates and deadlines related to the BA Thesis and BA Capstone, please visit the program website (https://cegu.uchicago.edu/undergraduate-studies/enst-major-minor/).

**ENST Honors:** In addition to a minimum GPA 3.25 overall, 3.7 in the major, students must complete the BA Thesis track and receive a grade of A in ENST 29802 BA Colloquium II, and a grade of A on the overall BA Thesis.

**ENVIRONMENTAL AND URBAN STUDIES MAJOR REQUIREMENTS (1300 UNITS)**

All students must take the Environmental and Urban Studies foundational courses:

- ENST 21201 Human Impact on the Global Environment or ENST 20011 Climate Change, Environment, and Society
- ENST 20150 Sustainable Urban Development

Starting in academic year 2023–24, ENST 21201 Human Impact on the Global Environment and ENST 21301 Making the Natural World: Foundations of Human Ecology will be replaced with new courses. Students in the ENST major who have not yet taken ENST 21201 or ENST 21301 should take the following courses instead:

- ENST 20011 Climate Change, Environment, and Society replaces ENST 21201 (all ENST majors)
- ENST 20012 The Politics of Environmental Knowledge replaces ENST 21301 (ENST majors in the Environmental Track)

**FOUNDATIONAL AND METHODOLOGICAL COURSE REQUIREMENTS FOR ALL MAJORS**

Choose one of the following (only ENST 20001 will be offered beginning academic year 2023–24):

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENST 21201</td>
<td>100</td>
</tr>
<tr>
<td>ENST 20011</td>
<td>100</td>
</tr>
<tr>
<td>ENST 20150</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>100</td>
</tr>
</tbody>
</table>

One of the following (or equivalent):

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENST 28702</td>
<td>600</td>
</tr>
<tr>
<td>ENST 23517</td>
<td>600</td>
</tr>
</tbody>
</table>

**Total Units**

Students may use a maximum of 100 units of supervised individual reading and research credit toward their primary track requirements in the major.

All courses counting towards major requirements must be taken for a quality grade.

**THEMATIC TRACK REQUIREMENTS**

**ENVIRONMENTAL TRACK**

All students in the Environmental Track must take the additional foundational course ENST 21301 Making the Natural World: Foundations of Human Ecology or ENST 20012 The Politics of Environmental Knowledge. In addition, students take three or four elective courses from an approved list of Environmental Track
courses, one elective course from an approved list of Urban Track courses, and two courses in environmental sciences. Approved courses for each requirement can be found on the ENST-approved course list. (https://docs.google.com/spreadsheets/d/1WDErGwY498DXKgzNihqfr-W95pGvDG3_Mvr4VuLDck/edit/#gid=0)

Starting in academic year 2023–24, ENST 21201 Human Impact on the Global Environment and ENST 21301 Making the Natural World: Foundations of Human Ecology will be replaced with updated courses. Students in the ENST major who have not yet taken ENST 21201 or ENST 21301 should take the following courses instead:

- ENST 20011 Climate Change, Environment, and Society replaces ENST 21201 (all ENST majors)
- ENST 20012 The Politics of Environmental Knowledge replaces ENST 21301 (ENST majors in the Environmental Track)

### Environmental Track with BA Thesis Requirements

<table>
<thead>
<tr>
<th>Foundational Requirements (above)</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one of the following (only ENST 20002 will be offered beginning academic year 2023–24):</td>
<td>100</td>
</tr>
<tr>
<td>ENST 21301 Making the Natural World: Foundations of Human Ecology</td>
<td>100</td>
</tr>
<tr>
<td>ENST 20012 The Politics of Environmental Knowledge</td>
<td>100</td>
</tr>
<tr>
<td>3 Environmental Track electives from ENST-approved course list</td>
<td>300</td>
</tr>
<tr>
<td>1 Urban Track elective from ENST-approved course list</td>
<td>100</td>
</tr>
<tr>
<td>2 environmental sciences courses from ENST-approved course list</td>
<td>200</td>
</tr>
<tr>
<td>ENST 29801 BA Colloquium I</td>
<td>100</td>
</tr>
<tr>
<td>ENST 29802 BA Colloquium II</td>
<td>100</td>
</tr>
</tbody>
</table>

**Internship/field studies experience**

**Total Units** 1500

### Environmental Track with BA Capstone Requirements

<table>
<thead>
<tr>
<th>Foundational Requirements (above)</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one of the following (only ENST 20002 will be offered beginning academic year 2023–24):</td>
<td>100</td>
</tr>
<tr>
<td>ENST 21301 Making the Natural World: Foundations of Human Ecology</td>
<td>100</td>
</tr>
<tr>
<td>ENST 20012 The Politics of Environmental Knowledge</td>
<td>100</td>
</tr>
<tr>
<td>4 Environmental Track electives from ENST-approved course list</td>
<td>400</td>
</tr>
<tr>
<td>1 Urban Track elective from ENST-approved course list</td>
<td>100</td>
</tr>
<tr>
<td>2 environmental sciences courses from ENST-approved course list</td>
<td>200</td>
</tr>
<tr>
<td>1 Capstone elective from ENST-approved course list (must be taken in fourth year)</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total Units** 1500

### URBAN TRACK

All students in the Urban Track must take **two** courses from the approved list of Urban Social Science courses, **three or four elective courses** from the approved list of Urban Track courses, and **two** elective courses from the ENST approved course list. (https://docs.google.com/spreadsheets/u/1/d/1WDErGwY498DXKgzNihqfr-W95pGvDG3_Mvr4VuLDck/edit/#gid=0)

### Urban Track with BA Thesis Requirements

<table>
<thead>
<tr>
<th>Foundational Requirements (above)</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Urban Social Science courses from ENST-approved course list (additional ones can be taken as Urban Track electives)</td>
<td>200</td>
</tr>
<tr>
<td>4 Urban Track electives from ENST-approved course list</td>
<td>400</td>
</tr>
<tr>
<td>1 Environmental Track elective from ENST-approved course list</td>
<td>100</td>
</tr>
<tr>
<td>ENST 29801 BA Colloquium I</td>
<td>100</td>
</tr>
<tr>
<td>ENST 29802 BA Colloquium II</td>
<td>100</td>
</tr>
</tbody>
</table>

**Internship/field studies experience**

**Total Units** 1300

### Urban Track with BA Capstone Requirements

<table>
<thead>
<tr>
<th>Foundational Requirements (above)</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Urban Social Science courses from ENST-approved course list (additional ones can be taken as Urban Track electives)</td>
<td>200</td>
</tr>
<tr>
<td>5 Urban Track electives from ENST-approved course list</td>
<td>500</td>
</tr>
<tr>
<td>1 Environmental Track elective from ENST-approved course list</td>
<td>100</td>
</tr>
</tbody>
</table>
1 Capstone elective from ENST-approved course list (must be taken in fourth year) 100

Total Units 1300

All elective courses must come from approved courses, found on the ENST-approved course list (https://docs.google.com/spreadsheets/d/1WDERgwY498DxKg2Nhqfr-W95pGD3_Mvr4VuLDck/edit/?gid=0) or by approval by petition.

GEOPHYSICAL SCIENCES MAJORS

Starting in 2022–23, the Geophysical Sciences major and associated courses (GEOG) will be embedded with the Environmental and Urban Studies (ENST) major and minor program. Students interested in the previous Geophysical Sciences major are encouraged to declare the ENST major. Students interested in the minor program in Geographic Information Science (GISC) should refer to the minor program page in the College Catalog (http://collegecatalog.uchicago.edu/thecollege/geographicalstudies/).

MAJOR DECLARATION

Students may begin a major at any time. However, the deadline to declare the Environmental and Urban Studies major is the end of the Winter Quarter of the third year. Students must complete the program’s course of study form (https://cegu.uchicago.edu/undergraduate-studies/enst-major-minor/petitions-and-forms/) and meet with an ENST faculty or staff member to declare their major.

INTERNSHIP OR FIELD STUDIES PROGRAM

Students are required to participate in an internship, field study, or research assistantship with significant links to their program of study. Activities that fulfill the internship requirement include summer or academic year internships of varying lengths, research assistantships, fellowships or field studies with faculty or other academic staff, participation in working groups, completion of a Chicago Studies Quarter or the ENST Calumet Quarter, or other sustained engagements relating to the ENST program. Participation in recognized student organizations, while encouraged, does not count towards the internship requirement.

Students must complete the Internship Evaluation Form (https://humanities-web.s3-us-east-2.amazonaws.com/college/environmentalstudies-uat/s3fs-public/2019-11/ENST%20Internship%20Placement%20Form.pdf) prior to the second week of the Spring Quarter in the year they plan to graduate.

EXPERIENTIAL LEARNING OPPORTUNITIES

The Environmental and Urban Studies major offers experiential learning opportunities as designated on the list of ENST-approved courses (https://docs.google.com/spreadsheets/d/1WDERgwY498DxKg2Nhqfr-W95pGD3_Mvr4VuLDck/edit/?gid=0) by “EL”, the Chicago Studies Quarter, and the Chicago Studies Certificate Program. Students are encouraged to enroll in these programs, which offer immersion in the academic, experiential, and interdisciplinary study of Chicago and its region. For more information about these programs, please see the Chicago Studies page in this Catalog (http://collegecatalog.uchicago.edu/thecollege/chicagostudies/) or visit chicagostudies.uchicago.edu (http://chicagostudies.uchicago.edu/).

CHICAGO STUDIES QUARTER: CALUMET

The Calumet Quarter, part of the Chicago Studies Quarter programs, offers a one-quarter, intensive, experience-based program focused on human land use in the Calumet Region just south and east of the city. It features integrated courses, projects, field trips, guest lectures, and presentations, and integrates perspectives from the sciences, humanities, and social sciences in the study of local environments and communities. The Calumet Quarter will next be offered in Spring Quarter 2024.

ENVIRONMENTAL AND URBAN STUDIES MINOR PROGRAM REQUIREMENTS

Starting in academic year 2023–24, the ENST minor will be replaced with the Environment, Geography, and Urbanization (CEGU) minor. All students who have declared the ENST minor prior to Autumn Quarter 2023 will continue with the minor requirements described here or they can choose to opt into the CEGU minor. All students who declare during or after Autumn Quarter 2023 or those who choose to opt into the CEGU minor should visit the Environment, Geography, and Urbanization catalog page for the updated requirements and guidelines.

Students who elect the minor program in Environmental and Urban Studies should meet with the program director 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-26mq41.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.
## Environmental and Urban Studies Minor Requirements (600 units)

### Requirements for Both Minor Tracks (2 courses)

Choose one of the following (only ENST 20011 will be offered beginning academic year 2023–24):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENST 21201</td>
<td>Human Impact on the Global Environment</td>
<td>100</td>
</tr>
<tr>
<td>ENST 20011</td>
<td>Climate Change, Environment, and Society</td>
<td>100</td>
</tr>
<tr>
<td>ENST 20150</td>
<td>Sustainable Urban Development</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total Units** 400

### Additional Requirements for Minor Environmental Track (4 additional courses)

Choose one of the following (only ENST 20012 will be offered beginning academic year 2023–24):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENST 21301</td>
<td>Making the Natural World: Foundations of Human Ecology</td>
<td>100</td>
</tr>
<tr>
<td>ENST 20012</td>
<td>The Politics of Environmental Knowledge</td>
<td>100</td>
</tr>
<tr>
<td>3 Environmental Track electives from ENST-approved course list</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

**Total Units** 600

### Additional Requirements for Minor Urban Track (4 additional courses)

2 Urban Social Science courses from ENST-approved course list (additional ones can be taken as Urban Track electives)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Urban Track electives from ENST-approved course list</td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

**Total Units** 400

### Petitions and Forms

Students majoring/minoring in Environmental and Urban Studies must complete all program requirements. Exceptions will be made only in extenuating circumstances and must be requested via the College's General Petition (https://college.uchicago.edu/advising/tools-forms/) form.

All petitions and forms related to ENST requirements are on the program website (https://cegu.uchicago.edu/undergraduate-studies/enst-major-minor/petitions-and-forms/). These 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 Environmental and Urban Studies 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

#### Winter 2024

**Week 9**

**Third-years**: Deadline to submit your course of study form (https://environmentalstudies.uchicago.edu/program-forms/) and meet with a program faculty member or preceptor to declare your major

**Week 6**

**Third-years**: Attend BA Thesis/Capstone information session
Spring 2024
Week 2

Week 3
Week 7
End of Spring Quarter
Fourth-years: BA Thesis due for evaluation
Fourth-years: Final BA Thesis due
Students present at the BA Thesis Symposium and BA Capstone Symposium

ENVIRONMENTAL STUDIES COURSES

ENST 10001. Getting to Green: The Business Case for Sustainability. 100 Units.
TBD

ENST 10010. Architecture and Urban Design Towards Sustainable Cities. 100 Units.
N/A

ENST 10535. The Social Life of Clean Energy. 100 Units.
This course in political and environmental anthropology focuses on how renewable energy forms (like solar, wind, biofuel, and geothermal) have become increasingly important sites of political activity, commercial opportunity and social imagination across the world. Against the backdrop of an enduring geopolitics and geoeconomics of petroleum, coal, and nuclear power, of transnational activist and governmental discourse on sustainability, and of local concerns about resource entitlement and cultural sovereignty, we examine how clean energy forms are being imagined, developed, institutionalized, and contested in a variety of places across the world. In each case, we explore the unique social life of an emergent technology and source of power. Equivalent Course(s): ANTH 20535

ENST 10550. Pathways in City Planning and Politics. 100 Units.
The world is urbanizing at an increasing rate, and the idea of the city remains a potent one for community builders, policy makers, and researchers of all kinds. This course explores the work of city-building through public policy, placemaking, and urban planning. Students will read from fundamental writings in urbanism and policy, and then hear directly from practitioners in the field - community organizers, elected officials, real estate developers, and other urban actors - to understand how theory meets practice in the form and function of the city, as well as visit local organizations and sites of urban intervention. While the course will focus on American cities, students will also have an opportunity to read and think globally about urbanism, and to learn from guest speakers who work in the field of international urban development. Many consider Chicago a paradigmatic American city, and there is much to learn simply from experiencing the boundaries of our campus and the ways in which our campus touches and changes the city. Students in this course will join the university’s long history of urban research that continues to this day, across disciplines.

ENST 12002. Jewish Civilization III - Jews and the City: Migration and Urbanization in the Modern Jewish Diaspora. 100 Units.
Why are Jews often referred to as “the people of the city,” and how did this ethnic group become one of the most urbanized in the world? This course explores the multifaceted relationship between Jews and cities over the course of the long 19th century. Through critical reading of primary sources (in translation) and discussion of modern research, we will investigate the experiences of and connections between two formative processes-
migration and urbanization—in the modern world. The course is transnational in focus, structured thematically around major global urban centers which absorbed Jewish migrants in the late 19th and early 20th centuries. Particular focus will be paid to Jewish encounters with and experience in Berlin, Vienna, Paris, Warsaw, Odessa, Kiev, London, New York, and Chicago. We will investigate how modern Jewish identities are produced both in and through urban space, and we will analyze how Jewish migration has in turn shaped urban and city life.

Equivalent Course(s): HIST 17205, REES 24424, JWSC 12002, ARCH 17205

ENST 12100. Chemistry & The Atmosphere. 100 Units.

TBD

Equivalent Course(s): PHSC 13500

ENST 12105. Sex and Gender in The City. 100 Units.

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Equivalent Course(s): ARCH 22105, GLST 22105, GNSE 12105, SOCI 28088

ENST 12300. Global Warming: Understanding the Forecast. 100 Units.

The implications of the double helical structure of DNA triggered a revolution in cell biology. More recently, the technology to sequence vast stretches of DNA has offered new vistas in fields ranging from human origins to the study of biodiversity. This course considers a set of these issues, including the impact of a DNA perspective on the legal system, on medicine, and on conservation biology.

Equivalent Course(s): BIOS 11125

ENST 12404. Environmental Ecology. 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 feed back on to humans. Discussion required.

Equivalent Course(s): BIOS 13107, ENSC 13400, PHSC 13400, GEOS 13400

ENST 12520. Climate Change in Literature, Art, and Film. 100 Units.

If meteorological data and models show us that climate change is real, art and literature explore what it means for our collective human life. This is the premise of many recent films, novels, and artworks that ask how a changing climate will affect human society. In this course, we will examine the aesthetics of climate change across media, in order to understand how narrative, image, and even sound help us witness a planetary disaster that is often imperceptible. Our approach will be comparative: what kind of story about climate change can a science fiction novel about a dystopian future tell, and how is this story different than, say, that of an art installation made of melting blocks of Arctic ice? Do different media tend to emphasize different aspects of ecological crisis? Readings and discussions will introduce students to some of the ways that humanities scholarship is contributing to climate change research. The syllabus may include Jeff VanderMeer, Annihilation (2014); Margaret Atwood, Oryx and Crake (2003); John Luther Adams, Become Ocean (2014); George Miller, Mad Max: Fury Road (2015); and Amitav Ghosh, The Great Derangement (2016). (Fiction, Theory). This course is part of the College Cluster program: Climate Change, Culture and Society.

Equivalent Course(s): ENGL 12520, SIGN 26014

ENST 12550. Environmental Justice in Principle and Practice. 100 Units.

Students will learn about different types of environmental injustice and how they intersect with other social problems, including segregation, housing, the devaluing of the lives of people of color, and the geographic distribution of environmental ills. Speakers from communities how have experienced environmental injustices in
ENST 12704. Writing Persuasion: Health and Environment. 100 Units.
A writing-intensive course in persuasive techniques that influence opinions and attempt to change behavior. This year our focus will be on an issue that presents a challenge for persuasion theory: the environment. People are notoriously slow to change their beliefs and behavior on environmental issues, and persuasion theory suggests reasons why this might be the case. Environmental problems ask readers to weigh costs that affect one group against benefits that might accrue to someone else. They involve time frames ranging from moments (which are easy to think and write about) to millennia (not so easy) to geological epochs, a time scale so remote from our experience as to be opaque to the imagination. Environmental problems are complex in ways that make them difficult to capture in a coherent, emotionally compelling narrative. Many individually innocuous and seemingly unrelated environmental events can converge over time to produce consequences that are counter-intuitively larger and graver than their causes. This felt disparity between actions and outcomes can violate an audience’s sense of fairness, biasing the audience against a persuasive appeal.
Equivalent Course(s): CEGU 22704, ENGL 32704, ENGL 12704

ENST 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.
Equivalent Course(s): BIOS 13132, CEGU 13132

ENST 13300. The Atmosphere. 100 Units.
This course introduces the physics, chemistry, and phenomenology of the Earth’s atmosphere, with an emphasis on the fundamental science that underlies atmospheric behavior and climate. Topics include (1) atmospheric composition, evolution, and structure; (2) solar and terrestrial radiation in the atmospheric energy balance; (3) the role of water in determining atmospheric structure; and (4) wind systems, including the global circulation, and weather systems.
Equivalent Course(s): GEOS 13300, ENSC 13300

ENST 13410. Global Warming: Understanding the Forecast (Flipped Class) 100 Units.
This course presents the science behind the forecast of global warming to enable the student to evaluate the likelihood and potential severity of anthropogenic climate change in the coming centuries. It includes an overview of the physics of the greenhouse effect, including comparisons with Venus and Mars; predictions and reliability of climate model forecasts of the greenhouse world. This course is part of the College Course Cluster program, Climate Change, Culture, and Society. This course covers the same material as PHSC 13400, but is organized using a flipped classroom approach in order to increase student engagement and learning.
Equivalent Course(s): GEOS 13410, PHSC 13410, ENSC 13410

ENST 16603. Rome: The Eternal City. 100 Units.
The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome’s urban space, including how neighborhoods and residential space developed beyond the city’s more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city’s use and space in later periods.
Equivalent Course(s): HIST 16603, ANTH 26115, CLCV 24119, ARCH 16603

ENST 20000. Geography Orientation Seminar. 100 Units.
This course is a review of the history and current orientations of human and environmental geography. It includes a critical review of representative pedagogic works and selected reading of recent periodical and monographic literature. Note(s): Open to current and prospective geographical studies majors; open to nonmajors with consent of instructor

ENST 20008. Understanding Standing Rock: Contemporary Native America. 100 Units.
From April 2016 to February 2017, Native American advocates and their allies came to the confluence of the Cannonball and Missouri rivers to stand against the Dakota Access Pipeline. In the process they joined leaders, citizens, and supporters of the Standing Rock Sioux Tribe, whose tribal lands the pipeline skirted, and who opposed its Lake Oahe crossing, claiming that it threatened their water source, and was approved without proper legal vetting. Their efforts, and the responses to them by local law enforcement and pipeline security, drew national attention both to the specifics of their cause, and to the circumstances of Native American nations in the U.S. generally. Understanding Standing Rock demands a deeper consideration of the socioeconomic, legal,
and cultural conditions that shape U.S. relations with Native Americans and their nations. This class takes the occasion of the Standing Rock/Mni Wiconi/nDAPL movement and its circumstances to introduce students to the history and contemporary shape of US relations to Native American peoples, their legal, political, and socioeconomic opportunities and constraints, and how Native Nations today are working to articulate, in their own terms, their status in the United States and the world.

Equivalent Course(s): CHDV 20008, ANTH 20008, CRES 20008, HMRT 20008

ENST 20011. Climate Change, Environment, and Society. 100 Units.

How has natural and anthropogenic climate change shaped historical relationships between humans and their environments? Against the backdrop of planetary environmental emergencies of the early-21st century, this discussion-based course will consider various time scales of ecological, technological, social, and political transformation, including: the rise of agriculture, state formation, and civilizational collapse; the ‘Medieval Warm Period’ and the ‘Little Ice Age’; the Industrial Revolution, imperialism, and the consolidation of a global fossil fuel regime; the ‘Great Acceleration’ of the mid-20th century; the development of modern climate science; and the social, political, and technological responses to human-induced global warming. Within these time scales, we will explore past dynamics of climate change, the environment, and society through the historical study of land management, population displacement and migration, resource extraction, energy production and consumption, the global commons, as well as the role of national and international governance arrangements in mediating the unequal distribution of environmental risk across the world. Ethics, morality, equity, and justice, among other concepts, will be investigated as we analyze historical connections among socio-environmental transformations and class-based, racialized, and gendered forms of inequality.

Equivalent Course(s): CEGU 20003

ENST 20012. 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 course surveys the major frameworks through which the environment has been understood, investigated, and transformed since the origins of global modernity. Such issues are explored with reference to the mobilization of science, technology, and politics in several major areas of socio-environmental transformation in the modern world. Case studies might explore, among other issues, empire, race, and public health; cities and infectious disease since the Black Death; the ‘great enclosures’ of land associated with settler colonialism; and the ‘Green Revolution’ in industrial agriculture; strategies of resource stewardship, land conservation, terraforming, hydrological engineering and watershed protection; the politics of global warming; and current debates on urban sustainability, carbon capture and geo-engineering. The course also considers the rise and evolution of environmentalist movements and conservation strategies, and the contested visions of nature they have embraced. The course concludes by investigating the competing paradigms of knowledge, science, and environment that underpin divergent contemporary programs of environmental governance and visions of ‘sustainability’.

Equivalent Course(s): GLST 21002, CEGU 20002, HIST 25032

ENST 20013. 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.

Equivalent Course(s): CEGU 20003

ENST 20023. Food: From Need to Want, or, Ethics and Aesthetics. 100 Units.

There is nothing more integral nor intimate to our survival than the act of eating. More than simply sustenance, food’s pleasure extends exponentially into cultural and global concerns that include climate change, resource distribution, and economic policies. From the relative smallness of, for example, snacking on a handful of raisins, the circumstances that involve its growth, production, distribution, and costs are far-reaching. Growing awareness of what we eat, where it comes from, and how it is produced necessarily addresses need as well as a complex set of aesthetic and ethical issues that spans disciplines and practices ranging from the personal, that is, what you put in your mouth, to the political, that is, economics, identity, labor, and the environment. The goal of this course is to engage a wholistic approach to scholarship, spanning the theoretical and the textual, the experiential and the aesthetic, the ethical and the social. We will address the rich importance of food not only within an academic context but also within our community including chefs, urban foragers, and farmers/growers as lecturers. In each week’s session, students will be provided with texts as well as other modes of knowledge production and acquisition including film, art, and gardens. Through this heterogeneous process the course is designed to set disciplinary, material, and temporal borders aside so that students, faculty, and the larger community can have these conversations in dialogue.

Equivalent Course(s): HLTH 23100, BPRO 23100, ARTV 20023, ARTH 29940, ARTV 30023, CEGU 20023
ENST 20045. Water in the Middle East: Past and Present. 100 Units.
This course examines the distribution of water throughout the Middle East and the archaeology, anthropology, and history of water exploitation and management over the last 9,000 years. It will consider water in river valleys, deserts, highland zones, steppes, and coastal areas of Mesopotamia, Egypt, the Levant, and Arabia. The Middle East is an arid region, but dynamic human and natural systems have interacted to determine relative water scarcity and abundance at different times and places. These interrelated systems have also influenced the historical relationship between water control and political power. In the final weeks, we will discuss archaeology and historical anthropology's contribution to conceptions of water "sustainability" and landscape "resilience."
Equivalent Course(s): NEAA 20072, ANTH 36770, ANTH 26770

ENST 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.
Equivalent Course(s): GEOG 52700, SOCI 20104, CRES 20104, SOCI 30104, GEOG 22700, ARCH 20104, SOSC 25100, CHST 20104

ENST 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.
Equivalent Course(s): GLST 20150, ARCH 20150, CEGU 20150, PBPL 20150

ENST 20151. Pacific Worlds: Race, Gender, Health, and the Environment. 100 Units.
This discussion-based course will introduce students to both classical and recent scholarship in Pacific World historiography. By adopting micro-historical, comparative, and transnational methods, students will examine the formation of three overlapping "worlds": The Antipodes, Polynesia, and the northeastern Pacific. Analyzing the myriad intersections of race, gender, health, and the environment, we will explore a range of large-scale historical processes that shaped and reshaped the Pacific between the mid-eighteenth and the mid-twentieth centuries. These processes include European exploration, settler colonialism, and indigenous sovereignty; sex, depopulation, and race science; labor, migration, and urbanization; industrialization and environmental exploitation; and imperial expansion and citizenship. The course is intended for students with an interest in the Pacific Islands, Australasia, and the North American West, as well as those interested in race, gender, health, or the environment within indigenous, immigrant, or settler colonial contexts. Required readings - which will consist of book chapters and academic articles - will be used to contextualize and critically analyze a variety of primary sources during each class session.
Equivalent Course(s): HIST 25030, HIPS 20151, HLTH 20151, CRES 20151, GNSE 22151, GLST 25151

ENST 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.
Equivalent Course(s): CEGU 20160, ARCH 20160

ENST 20170. Pandemics, Urban Space, and Public Life. 100 Units.
Much of the cultural vibrance, economic strength, and social innovation that characterizes cities can be credited to their density. Put simply, cities bring people together, and togetherness allows for complex and fruitful exchange. But togetherness also brings risks, notably from infectious disease. A pandemic feeds on propinquity. "Social distance," while a short-term public health imperative, is antithetical to the very idea of the urban. In this seminar, we will explore these competing tensions in light of current and past disease outbreaks in urban settings. Drawing on a range of texts from history, design theory, sociology, and anthropology, as well as cultural artifacts like film, graphic memoir, and photography, we will engage questions like: How are the risks of contagion balanced with the benefits of density? How are such risks distributed throughout society? What creative responses have architects, urban designers, and planners brought to this challenge? Most importantly, how can we respond constructively to the challenge of pandemic to create cities where the benefits of togetherness are maximized, perhaps even improved on compared with the pre-outbreak condition? Students will have the opportunity to propose design or policy interventions to help their own communities respond to
the coronavirus/COVID-19 crisis, return to a vibrant post-pandemic life, and prepare for the pandemics of the future.

Equivalent Course(s): CEGU 20170, GEOG 20170, HLTH 20170, PBPL 20170, ARCH 20170

**ENST 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.

Equivalent Course(s): ARCH 20180, CEGU 20180

**ENST 20185. Visualizing the City. 100 Units.**
An underlying principle of all modern inquiry is to “make the unseen seen.” But all too often, the phrase is thrown about as a meaningless cliche or, even worse, is used as an excuse for obfuscation. In VISUALIZING THE CITY, we reclaim the mandate to “make the unseen seen” by taking the cliche literally: we will restore the potential of excellent visual communication in the context of urban and environmental studies, culminating in the production of a print and online magazine for the program. Throughout this hands-on course, students will explore theories of visuality and visual communication and then apply various visualization tools to document, analyze, and communicate aspects of the built environment. Students will learn the fundamentals of software applications (such as Illustrator, InDesign, and Photoshop), web design, image editing, drawing, graphic advertising, layout, and page design. Special attention will be given to representing 2- and 3-dimensional space (i.e., cartography and drafting). Small exercises will build toward the final publication, with students acting as the production team, thereby coordinating technical skills with organization, management, communication, ethics, and teamwork.

Equivalent Course(s): ARCH 20185

**ENST 20209. An Environmental History of Africa, 1800-2016. 100 Units.**
For much of the twentieth century the African environment has been a story of decline and degradation—a narrative of how Africans have consistently destroyed their pristine environments. Images of soil erosion, desiccation, deforestation, and famines have, in part, shaped Western perceptions of Africa. This course will consider an alternative perspective of Africa’s environment by focusing on the dynamic and complex processes of environmental change from the precolonial period to the present. We will draw on historical texts, novels, and films from multiple regions on the continent to explore how Africans understood, exploited, and managed their natural environments. By adopting an African “point of view,” this course will attempt to address some of the grave misconceptions that have lead so many to believe that Africa was and continues to be a “Dark Continent.” Students will be encouraged to think critically about the meaning of “environmental crisis” and how that trope has served various political and cultural projects over time. But we will also seriously consider the ways in which human beings have taxed natural resources in ways that have produced profound short- and long-term consequences.

Equivalent Course(s): HIST 20209

**ENST 20224. Virtual Ethnographic Field Research Methods. 100 Units.**
“Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual.” - Tom Boellstorff, from Ethnography and Virtual Worlds: A Handbook of Method This course is designed to provide students in the social sciences with a review of ethnographic research methods in an online environment, exposure to major debates on virtual ethnographic research, and opportunities to try their hand at practicing fieldwork virtually. We will analyze and problematize enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, ‘being there’/removal-and we will debate epistemological, ethical, and practical matters in online ethnographic research. Mirroring the complexities and opportunities of research in virtual worlds, this course will alternate between in-person and online instruction, and will combine synchronous and asynchronous opportunities for conversation, work, and play.

Equivalent Course(s): ANTH 21432, SOSC 30224, ANTH 31432, SOSC 20224, SOCI 20515, GLST 26220

**ENST 20250. Introduction to Statistical Concepts and Methods. 100 Units.**
Statistical techniques offer psychologists a way to build scientific theories from observations we make in the laboratory or in the world at large. As such, the ability to apply and interpret statistics in psychological research represents a foundational and necessary skill. This course will survey statistical techniques commonly used in psychological research. Attention will be given to both descriptive and inferential statistical methodology.

Equivalent Course(s): PSYC 20250

**ENST 20252. Urban Innovation: Cultural Place Making and Scenescapes. 100 Units.**
Activists from Balzac, Jane Jacobs, and others today seek to change the world using the arts. Ignored by most social science theories, these new cultural initiatives and policies are increasing globally. Urban planning and architecture policies, walking and parades, posters and demonstrations, new coffee shops and storefronts...
chances reinforce selective development of specific cities and neighborhoods. These transform our everyday social environments into new types of scenes. They factor into crucial decisions, about where to work, to open a business, to found a political activist group, to live, what political causes to support, and more. The course reviews new case studies and comparative analyses from China to Chicago to Poland that detail these processes. Students are encouraged to explore one type of project.

Equivalent Course(s): SOCI 30252, ARCH 20252, SOCI 20252

ENST 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.

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

ENST 20300. The Science, History, Policy, and Future of Water. 100 Units.

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water’s properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilisations, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today’s world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Equivalent Course(s): GLST 26807, HIPS 20301, HIST 25426, ANTH 22131, MENG 20300

ENST 20335. Writing Chicago’s Histories. 100 Units.

Narrative history and biography persist as vital and culturally resonant forms of popular writing in a period of shifting habits of media consumption. Works of popular nonfiction-like Isabel Wilkerson’s The Warmth of Other Suns, Erik Larson’s The Devil in the White City, and Doris Goodwin’s Team of Rivals: The Political Genius of Abraham Lincoln-have the power to reach beyond academic audiences and shape a citizenry’s understanding of its past and its present. The practice of narrative history and biography, accordingly, is a fertile way to participate in the civic life of a metropolis. Anyone researching and writing about Chicago necessarily grapples with its complex history, engages with its deep problems and explores its great opportunities. This course invites students to dive into the city’s vast archives to bring to light hidden stories and forgotten lives, and to practice the related crafts of narrative history and biography. Students will explore the collections of numerous libraries and museums, including the Newberry Library, the Chicago History Museum, the Art Institute and the SCRC. After surveying primary sources-oral histories, newspapers, letters, diaries, photographs and maps-students will devise a research project inspired by a specific set of archival materials. They may investigate a person, a historical event, a building, an artwork, a social movement or a neighborhood associated with any period in Chicago’s history from 1833 to the present.

Equivalent Course(s): CHST 20335

ENST 20336. Researching Chicago’s Historic Parks and Neighborhoods. 100 Units.

Often considered 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 preserved and 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.

Equivalen: tCourse(s): ARTH 20336, CHST 20336, ARCH 10336, CEGU 20236, HIST 27312

ENST 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.

Equivalent Course(s): CCCT 30506, SOCI 30506, SOCI 20506, HIPS 20506, CHSS 30506, KNOW 30506, PLSC 20506, ARCH 20506, CHST 20506, PLSC 30506, CEGU 20506
ENST 20519. Spatial Cluster Analysis. 100 Units.
This course provides an overview of methods to identify interesting patterns in geographic data, so-called spatial clusters. Cluster concepts come in many different forms and can generally be differentiated between the search for interesting locations and the grouping of similar locations. The first category consists of the identification of extreme concentrations of locations (events), such as hot spots of crime events, and the location of geographical concentrations of observations with similar values for one or more variables, such as areas with elevated disease incidence. The second group consists of the combination of spatial observations into larger (aggregate) areas such that internal similarity is maximized (regionalization). The methods covered come from the fields of spatial statistics as well as machine learning (unsupervised learning) and operations research. Topics include point pattern analysis, spatial scan statistics, local spatial autocorrelation, dimension reduction, as well as spatially explicit hierarchical, agglomerative and density-based clustering. Applications range from criminology and public health to politics and marketing. An important aspect of the course is the analysis of actual data sets by means of open source software, such as GeoDa, R or Python.
Equivalent Course(s): GISC 20519, SOCI 20519, GISC 30519, SOCI 30519, MACS 30519

ENST 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.
Equivalent Course(s): KNOW 30521, ARCH 20521, PBFL 20521, CHST 20521, PLSC 30521, SOCI 30521, PPHA 30521, GEOG 20521, PLSC 20521, SOCI 20521, CEGU 20521

ENST 20536. The Sociology of Disaster. 100 Units.
Disasters are catastrophic events with human and natural causes and may be gradual or sudden and unexpected. What these events share is their potential to disrupt communities, displace residents, and cause economic, emotional, and social suffering. We know that disasters are on the rise globally and in the US, incurring significant economic and social consequences. The aim of this course is to understand how disasters like pandemics, hurricanes, floods, wildfires, plane crashes, oil spills, and terrorism provide a “strategic research site” where we can examine social life and inequality. In this course, students will be introduced to the idea that disasters are fundamentally social events. We will focus on the social, political, and economic conditions that influence disaster experience and recovery, paying special attention to the ways that social characteristics like race, class, gender, and age structure social vulnerability to risk before, during, and after disasters. In learning to think critically about prevailing media representations of disasters, students will master content analysis methodology by engaging in a term-long research project in which they study a recent disaster event and the associated media coverage. This is an introductory level course without any prerequisites.
Equivalent Course(s): SOCI 20536

ENST 20540. The Chicago Climate Change & Culture Institute-I. 100 Units.
Climate change is arguably the greatest environmental, political and cultural challenge of our times. We are already beginning to feel its impacts in changing weather patterns and rising temperatures. In the years to come, Earth scientists tell us that climate change will impact every human being on the planet. We need to become informed and engaged about what awaits us and what we can do to avoid worst-case scenarios. This 3-week intensive course of study focuses on three key questions: Why did climate change happen? How is it impacting different communities across the world? What can be done to prepare the world for a more environmentally secure future? The 4CI program features lectures by leading experts on climate change from the Social Sciences, Earth Sciences, Humanities, Art and Architecture. Seminar discussions and site visits to a variety of local initiatives working toward clean energy and sustainability goals round out the program. 4CI will give you the answers you want about climate change and the tools you need to start making a positive difference, whether that is on your campus, in your community or at your workplace. The program leverages the intellectual resources of one of the world’s most prestigious research universities and will acquaint you with a city that proudly stands on the cutting edge of sustainable urbanism.
Equivalent Course(s): ANTH 20540, ANTH 30540

ENST 20550. Computing for the Social Sciences. 100 Units.
This is an applied course for social scientists with little-to-no programming experience who wish to harness growing digital and computational resources. The focus of the course is on learning the basics of programming and on generating reproducible research. Topics include coding concepts (e.g., data structures, control structures, functions, etc.), data visualization, data wrangling and cleaning, version control software, exploratory data analysis, etc. Students will leave the course with basic computational skills implemented through many methods and approaches to social science; while students will not become expert programmers, they will gain the knowledge of how to adapt and expand these skills as they are presented with new questions, methods, and data. The course will be taught in R.
ENST 20704. Traveling Studio: From Detail to City at Taliesin. 100 Units.
The course is designed to immerse students in architectural drawing and making at a site of prolific drawing and making past, in a remarkable environment both natural and built. Working both individually and together, we will use our surroundings at Taliesin to tackle five short projects, increasing in scale, from the tiniest architectural details up through consideration of city and region. As part of the latter portion of the course, we will also consider the Driftless region of Wisconsin specifically, and issues facing this unique rural area in 2023, including environmental challenges, questions of housing, and rural foodways. Typical days will include studio time in the Hillside studio, ample exploration of the Taliesin grounds both programmed and free, conversations with guests familiar with the work of Frank Lloyd Wright and others who spent time at Taliesin, excursions across the Driftless region (including additional buildings designed by Wright and others close to him), and a modest amount of work helping to maintain the Taliesin site.
Equivalent Course(s): CEGU 20704, ARCH 20704, ARTH 20704

ENST 20805. Cities and Urban Space in the Ancient World. 100 Units.
Cities have been features in human landscapes for nearly six thousand years. This course will explore how cities became such a dominant feature of settlement patterns in the ancient Mediterranean and Near East, ca. 4,000 BCE-350 CE. Was there an “Urban Revolution,” and how did it start? What various physical forms did cities assume, and why did cities physically differ (or not) from each other? What functions did cities have in different cultures of the past, and what cultural value did “urban” life have? How do past perspectives on cities compare with contemporary ones? Working thematically and using theoretical and comparative approaches, this course will address various aspects of ancient urban space and its occupation, with each topic backed up by in-depth analysis of concrete case studies.
Equivalent Course(s): CLAS 36618, CLCV 26618, HIST 20805, ANCM 36618, ARCH 20805, HIST 30805

ENST 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 WII 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.
Equivalent Course(s): HIPS 20808, CEGU 20806, HIST 20806

ENST 21020. Is Humanity Doomed? 100 Units.
This class explores the possibilities and perils of continued human existence on Earth. Taking climate change as a launching point, the class investigates the features of collective human life that make its prolonged existence a perennial challenge. The texts include those on challenges unique to the environment, like Stephen Gardiner’s A Perfect Moral Storm and Jared Diamond’s Collapse, as well as philosophical and religious theories of progress and their skeptics, centering class discussions on sources of hope and reasons for doubt about the human future. A central question of the course is whether climate change is unique or whether there are characteristics of human beings and human society (freedom, sin, tragedy) that make threats like it inevitable.
Equivalent Course(s): RLST 21020

ENST 21201. Human Impact on the Global Environment. 100 Units.
The goal of this survey course is to analyze the impact of the human enterprise on the world that sustains it. Topics include human population dynamics and historical trends in global impact, with most of the course focusing on how humans have altered the Earth system through a variety of processes (including climate change, air, water, nutrient cycling, pollution/novel entities, biodiversity, and land use). We read and discuss diverse sources, write short analytical papers, and a final argument based research paper.
Equivalent Course(s): CEGU 21201

ENST 21207. Ecocentrism and Environmental Racism. 100 Units.
The aim of this course is to explore the tensions and convergences between two of the most profoundly important areas of environmental philosophy. "Ecocentrism" is the view that holistic systems such as ecosystems can be ethically considerable or "count" in a way somewhat comparable to human persons, and such a philosophical perspective has been shared by many prominent forms of environmentalism, from Aldo Leopold’s Land Ethic to Deep Ecology to the worldviews of many Native American and Indigenous peoples. For some prominent environmental philosophers, a commitment to ecocentrism is the defining test of whether one is truly an environmental philosopher. "Environmental Racism" is one of the defining elements of environmental injustice, the way in which environmental crises and existential threats often reflect systemic discrimination, oppression, and domination in their disproportionate adverse impact on peoples of color, women, the global poor, LGBTQ populations, and Indigenous Peoples. Although historically, some have claimed that ecocentric
organizations such as Greenpeace have neglected the problems of environmental injustice and racism in their quest to, e.g., “save the whales,” a deeper analysis reveals a far more complicated picture, with many affinities and alliances between ecocentrists and activists seeking environmental justice. (A)
Equivalent Course(s): MAPH 31207, HMRT 21207, CRES 21207, PLSC 21207, CHST 21207, PHIL 21207

ENST 21220. Cities Through Space and Time. 100 Units.
This course introduces you to cities. What are cities? Where do they come from? How do they work? In Calvino's words, what are the “invisible reasons that make cities live”? And, crucially, how can cities be better than they are today? In investigating these questions, we will explore the spatial, economic, cultural, political, and social aspects of cities, including topics like industrialization, transportation technologies, social movements, gentrification, and environmental design. We will examine case studies drawn from both the Global North and South that will help us see how the ideas we explore are being worked out in actual practice in cities, and we will also explore the qualitative, quantitative, and spatial tools used for studying cities. Class sessions will involve a mix of (interactive) lectures, discussion, and exercises. Outside class, the primary work will be reading selected texts and writing responses. There will also be a midterm and a final exam.
Equivalent Course(s): PBPL 21220, GEOG 21221

ENST 21301. Making the Natural World: Foundations of Human Ecology. 100 Units.
What's natural about nature? Humans have “made” the natural world both materially, through millennia of direct action in and on the landscape, and conceptually, through the creation of various ideas about nature, ecosystem, organism, and ecology. In this course we will consider how the conceptual underpinnings of contemporary Western notions of nature, environment, balance, power and race are intertwined. We will trace this trajectory using the lens of the historical development of the field of ecology, then broaden our view to consider worldviews and ontologies about the environment from non-Western cultures. How then do these worldviews influence attitudes and policies towards land, environment, and its stewardship? Taking examples from current environmental topics (e.g. land rights, environmental justice, park access, conservation, extinction) we will evaluate the extent and character of human entanglement with the environment. Throughout the course student voices will be prominent in the many discussion-based class sessions.
Equivalent Course(s): CEGU 21301, ANTH 21303

ENST 21304. Picturing the Earth: Art and Environment in the Modern Era. 100 Units.
How has artistic practice shaped the way we perceive the environment and its phenomena? How has the project of picturing the earth impacted the development of modern aesthetics across media? And how has the environment itself shaped artistic practice on conceptual, aesthetic, and material levels? In this seminar, we will explore the multifaceted intersections of art and the environment from the early modern period to the present, anchoring our discussion in objects drawn from the Smart Museum of Art, the Joel Snyder Materials Collection, and Special Collections at the Regenstein Library. In the process, we will consider how artists variously contributed to, drew inspiration from, and critiqued changing conceptions of the earth over the modern era, paying particular attention to exchanges between the arts and sciences; the new perspectives opened up by media technologies such as photography, film, and digital imaging; the legacies of colonial exploration and resource extraction; and the challenges posed by environmental problems on local and global scales. This course will also include practical training in curatorial work in collaboration with the Feitler Center for Academic Inquiry. As part of their final projects, students will be asked to research objects from the Smart Museum of Art and contribute to a class exhibition, to be held in the Smart in Spring 2022.
Equivalent Course(s): ARTH 31304, CMST 27822, ARTH 21304

ENST 21310. Water: Economics, Policy and Society. 100 Units.
Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, with particular applications to Chicago and the Great Lakes region.
Equivalent Course(s): ECON 16510, CHST 21310, LLSO 21310, GLST 21310, CEGU 21310, PBPL 21310

ENST 21341. Making Plants Work: Anthropology of Human-Plant Relationships. 100 Units.
Food, drink, fuel, pharmaceuticals, clothing, cosmetics, construction material, furniture... Plants and their byproducts are everywhere we look. How have plants become so ubiquitous to human life? How have plants been used, adapted, processed, and sold over the course of history? How can studying plants and their interactions with humans provide a different perspective on the past, and insight into the future? This course explores how humans have made plants "work," and how these working plants have, in turn, shaped the world in which we live. While often perceived as passive in comparison to human and animal counterparts, plants have played a critical role in shaping global social, economic, ecological, and political dynamics. As desired products, plants have entangled far-flung individuals and societies into complex relationships that reverberate
across time and space. This course will survey the history of human-plant interactions through three units: domestication, colonialism, and modern technologies. We will examine a wide range of case studies, in an effort to gain comparative and multivocal understanding of human-plant relationships. In doing so, course materials touch on topics of general anthropological interest: political ecology, agency, social inequality, labor, global processes, the impacts of colonialism, the production of knowledge, and human/non-human relationships.
Equivalent Course(s): ANTH 21341

ENST 21404. Britain in the Age of Steam 1783-1914. 100 Units.
In the Victorian era, Britain rose to global dominance by pioneering a new fossil-fuel economy. This course explores the profound impact of coal and steam on every aspect of Victorian 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. Assignments include short essays based on energy “field work” and explorations in past and present material culture.
Equivalent Course(s): KNOW 31410, CEGU 21404, HIST 21404, HIST 31404, CHSS 31404, HIPs 21404

ENST 21440. (Re)constructing Nature: Restoration Ecology in a Time of Climate Change. 100 Units.
Restoration ecologists, environmental professionals, and average citizens all participate in the process of habitat restoration. How does this interdisciplinary practice balance the priorities of ecosystem function and services, conservation of imperiled species and habitats, aesthetic appeal, and human use in a dynamic climate? In this course students will gain a broad overview of the field of restoration ecology and approach it from scientific, practical, and humanistic perspectives using scientific literature, case studies, and planning documents.
Equivalent Course(s): CHST 21440

ENST 21500. Environmental Justice. 100 Units.
The effects of environmental pollution are not evenly distributed and are more likely to be experienced by low-income and minority communities. The location of toxic waste sites (both manufacturing plants and dump sites), the persistence of brownfields locations, and a lack of parks and open space are some of the conditions that have led to an ongoing effort to expand the focus of environmental advocacy to the pursuit of equitable and just outcomes in disadvantaged neighborhoods. This course will examine the history of the environmental justice, the efforts to pursue more equitable outcomes, and the prospect for such efforts in the face of global challenges such as climate change. The course will include class visits to sites in Chicago where environmental justice efforts are being undertaken as well as speakers from environmental justice organizations.
Equivalent Course(s): PBPL 21501

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

ENST 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.
Equivalent Course(s): CEGU 21502

ENST 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.
Equivalent Course(s): CEGU 21503
ENST 21504. Theory and Practice 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.
Equivalent Course(s): CEGU 21504

ENST 21700. Applied Research in Environment, Development and Health. 100 Units.
This course engages students in collaborative research on topics that connect the environment, health, agriculture and development. After identifying a shared theme, students will design and commence a plan of research with the goal of producing content including reading lists, research and policy briefs, data visualizations, maps, blog posts and web content, as well as creative media such as podcasts. Students will also apply their findings to programming surrounding the Frizzell Speaker and Learning Series for 2020-21 by identifying possible keynote speakers and curating other events. Students are strongly encouraged but not required to enroll in both the autumn and winter courses to gain the full benefit of a sustained research experience.
Equivalent Course(s): ECON 16530, GEOG 21710, GLST 21700, PBPL 21700

ENST 21722. Animals in Literature: A Critical Turn. 100 Units.
Nonhuman animals have been populating the literary imagination throughout history. While they have often been viewed as symbols of human qualities, it is only recently that the study of human-animal relationships has taken a critical turn towards a radical questioning of the environmental, ethical, and social issues embedded in animal studies. By taking nonhuman animals seriously as subjects of experience, we will ask: in what ways does literature deal with ethical and political issues concerning nonhuman animals? How does it reproduce harmful stereotypes based on species? What are the implications of being categorized as "human" or "animal"? How do writers reimagine justice through a multispecies lens? While we will take Italian literature as a paradigmatic case, a comparative approach will be key in understanding the pervasiveness of speciesism and the problems raised by binary and hierarchical thinking. Our corpus will include canonical and disenfranchised voices with a focus on the twentieth century and the impact of industrialization, colonization, and capitalism on interspecies relations. Special attention will be given to representations of animality, hybridity, and dehumanization as well as to literary devices such as anthropomorphism in various literary genres, from children's literature to short stories. An intersectional approach will enable us to closely interpret the intertwined construction of race, gender, ability, class, and species.
Equivalent Course(s): ITAL 21722, GNSE 21722

ENST 21730. Science, Technology and Media via Japan. 100 Units.
This course will explore issues of culture, technology, and environment in Japan through the lens of Science and Technology Studies (STS) and Media Studies. The course is designed for undergraduate students. Its overall aim is to introduce students to some of the fundamental concepts, themes, and problematics in these fields via the particular social and historical circumstances in Japan. Some of the central concerns will be around issues of environment, disaster, gender, labor, media theory, gaming, and animation. In addition, we will devote attention to the recent emergence of the term media ecology as a framework problematizing technologically engineered environments.
Equivalent Course(s): MAAD 11730, ANTH 21730, EALC 21730

ENST 21750. Urban Spaces and Unnatural Disasters: Humans-Nature Connections in Cities. 100 Units.
A natural disaster is thought of as an event or series of events caused by the Earth's natural forces and processes. These include hurricanes, floods, droughts, wildfires, earthquakes, and other events provoked by the earth's processes. But what about the outcomes of such disasters? How do social, economic and spatial conditions affect the impact of natural disasters on the population? What role does human activity and public policy lead to or mitigate large one-time events like oil spills, as well as chronic conditions like deforestation, pollution, and climate change? Are humans part of the natural system in this context or is the human influence considered "unnatural"? This course explores the human relationship to such disasters, including humans as contributors to the severity and extent of such disasters through energy consumption, land use, public policy and other behaviors, and the response by humans to disasters including mitigation, adaptation, and policy formation and implementation. Students will explore how historic policies both created and mitigated environmental vulnerabilities, and how these risks are distributed across the population. Students will study the role of contemporary human behavior in outcomes related to the environment and natural resources through a series of seminal and current readings, and an independent yet collaborative research project using mixed methods from the social sciences.
Equivalent Course(s): GLST 21750, PBPL 21750, CHST 21750, ECON 16540, CEGU 21750

ENST 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.
Equivalent Course(s): CEGU 21800, ECON 16520
ENST 21822. Creative Ecologies: Environmental and Multispecies Storytelling. 100 Units.

Literature plays a pivotal role in addressing environmental issues: it can perpetuate damaging narratives or offer creative solutions for sustainable living. What is then the role of literature in an era of ecological crisis? How does literature forward environmental change? How do writers represent the natural world and imagine innovative ways of living ecologically? To answer these questions, we will turn to the field of ecofeminism informed by queer ecology, decolonial thought and critical animal studies. We will explore the themes of migration, extinction, displacement, hegemony, and biodiversity in texts of various genres, from poetry to speculative fiction, particularly in relation to imperial, colonial and capitalist ecologies. Besides questioning troublesome dichotomies within our corpus, such as domestic/wilderness and nature/culture, we will also examine the links between environmental concerns and gender, race, class, and species. While we will be attentive to the specificities of the Italian local environment to fully unravel the role of Italy in aggravating or lessening environmental problems, our approach will remain comparative and global in scope. We will also revisit the literary canon and privilege the stories of historically disenfranchised voices that narrativize ethical and sociopolitical issues related to ecology. The course will include visits to Special Collections and the Map Collection to further enrich our engagement with the literary sources.

Equivalent Course(s): CMLT 21822, ITAL 21822

ENST 21900. Historical Geography of the United States. 100 Units.

This course examines the historical and geographical roots of American regional diversity and national spatial organization, from 1500 to 1920, and asks why American regions have developed and retained distinctive characteristics and what consequences this has had for contemporary society. These issues are pursued through an examination of colonization processes, economic development, spatial differentiation, settlement patterns and the changing role of cities. The emphasis is on the kind and quantity of European cultural transfer, physical changes wrought by colonization, the modification of natural environments, the conquest of distance, and the general approach of American society to the uses of space. This course requires no prerequisites. There will be an all-day field trip in the Chicago region.

Equivalent Course(s): HIST 28800, HIST 38800, GEOG 31900, CHST 21900, CEGU 21900

ENST 22000. The Anthropology of Development. 100 Units.

This course applies anthropological understanding to development programs in “underdeveloped” and “developing” societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of “well-being”; economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.

Equivalent Course(s): ANTH 35500, LACS 35500, ANTH 22000, LACS 22001

ENST 22101. Changing America in the Last 100 Years. 100 Units.

This course examines the economic and social forces that have transformed the critical character and performance of the major regions of the United States since the 1920s, and how the interactions between regions has profoundly shifted. The course completes the historical sweep of American geographical development following on from the Autumn course, Historical Geography of the United States, but can be taken as an independent course. Emphasized are the ways in which socio-cultural, technological and economic changes have played out differently across continental space, and produced variable environmental consequences. An all-day field trip in the Chicago region visits sites that reflect some of the larger forces at work at the intra-regional scale.

Equivalent Course(s): HIST 27506, GEOG 32101, CHST 22101, HIST 37506, CEGU 22101, ARCH 27506

ENST 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.

Equivalent Course(s): CEGU 22102

ENST 22119. Ecofeminisms: Feminist Theory and Climate Justice. 100 Units.

Ecofeminism, a term coined in 1974, was at the height of its popularity in the late twentieth century. It merged feminist concerns with environmental ones by highlighting the ways both nature and women had been continually oppressed by patriarchal institutions. But by the early 2000s, ecofeminism was essentially a dead movement, attacked for being too essentialist and not inclusive enough. Interestingly, global warming and climate change movements also seemed to lose steam around the same time. Yet, as many scientists and scholars now recognize, climate change is neither gender neutral nor does it affect all people equally; women and people of color often suffer the most when extreme climate events strike. This course examines theories of ecofeminism from the late 20th century to the present to draw connections between feminist struggles, racial
ENST 22147. Intro to Genres: The River’s Running Course. 100 Units.
Rivers move—over land, through history, among peoples—and they make: landscapes and civilizations. They are the boundaries on our maps, the dividers of nations, of families, of the living and the dead, but they are also the arteries that connect us. They are meditative, meandering journeys and implacable, surging power. They are metaphors but also so plainly, corporeally themselves. In this course, we will encounter creative work about rivers, real and imaginary, from the Styx to the Amazon. Through poetry, fiction, nonfiction, and drama, we will consider what rivers are, what they mean to us, and how they are represented in art and literature. Rivers will be the topic and inspiration for our own creative writing, too. The goal for this course is to further your understanding of creative writing genres and the techniques that creative writers employ to produce meaningful work in each of those genres. You will also practice those techniques yourselves as write your own creative work in each genre. Our weekly sessions will involve a mixture of discussions, brief lectures, student presentations, mini-workshops and in-class exercises. Most weeks, you will be responsible for a creative and/or critical response (300-500 words) to the reading, and the quarter will culminate in a final project (7-10 pages) in the genre of your choice, inspired by the Chicago River.
Equivalent Course(s): CHST 12147, CRWR 12147

ENST 22205. Taking Back the Land: Anthropology, Geography & Ethnoscience for Land Justice. 100 Units.
In a world of settler property regimes, corporate holdings and national parks, how are communities reclaiming the lands they’ve lost? National parks overturned; indigenous community conservation areas established; food deserts restored with expanding networks of community gardens: the last decade has seen an eruption of opportunities for land justice amidst continuing challenges from ongoing processes of capitalism, colonialism, and climate change. This course offers a wholistic anthropological approach to land justice activism that begins with strategies for building collaborations, before looking at tools to help assert claims over territories and resources, and finally, exploring ways of restoring reclaimed lands with new foodways, forests, and community governance. Alongside critical readings and guest teachings from land justice activists in Southeast Asia and North America, the course will examine how a diversity of citizen science tools are being combined with indigenous, anthropological, geographic, and ecological methods to formulate a toolkit for land justice activism and community land/resource management. From counter mapping territory with remote sensing to effective strategies used to block mining projects; from indigenous conservation planning to guerrilla gardening: this course will explore different approaches to reclaiming lands and resources.
Equivalent Course(s): ANTH 32207, MAPS 32205, CHSS 32205, HIPS 22205, GLST 22205, ANTH 22206, CRES 23305

ENST 22207. Posthuman Becoming. 100 Units.
This course introduces recent developments and advanced approaches in critical posthumanist thought. We will explore emerging theories and practices that renegotiate the human condition through critical inquiry into posthuman desires and the complicated relationship between human and non-human ‘others,’ including animals, plants and micro-organisms, waste and toxins, artificial life, and hyperobjects. By engaging diverse viewpoints that map the stakes of a non-anthropocentric politics of culture, such as new materialism, object-oriented ontology, and speculative realism, but also eco-feminism, queer performativity, and Indigenous epistemology, we will explore emerging techniques of mediation, communication, and representation that surrender to the relational identities of a posthuman becoming. A central premise of this exploration are post-disciplinary ways of knowing that make such imaginaries visible: in addition to discussing a substantial body of contemporary scholarship from the arts, humanities, and humanistic social sciences, the course includes a studio module that introduces a variety of research-creation methodologies for experimentation with curatorial, artistic, and activist practices.
Equivalent Course(s): MAAD 12208, KNOW 32208, ARTV 30702, ANTH 32208

ENST 22208. Global Food Pathways in Early Modern Europe. 100 Units.
This course invites students to explore the high degree of connectedness that existed across vast distances in the early modern period through the exchange of food. Course materials will emphasize Europe’s place in a broad global network that will push beyond traditional narratives of Columbian exchange to include Old World food pathways. More than merely cataloging the transference of physical foodstuffs, this course will survey the communication of production and processing techniques; the cultural meanings embedded in food practices that shaped encounters between peoples; and the ecological repercussions of exchange. In addition to discussions and weekly response assignments, students will keep a food journal that will push them to analyze their own consumption practices through a critical and historically informed lens. This journal will culminate in students choosing a foodstuff or consumption practice from their own life to research and to write a final paper.
Equivalent Course(s): HIST 22208, HLTH 22208, GLST 22208, GEOG 22208
ENST 22209. Philosophies of Environmentalism and Sustainability. 100 Units.
Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution and toxic waste, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. Does the environmental crisis demand radically new forms of ethical and political philosophizing and practice? Must an environmental ethic reject anthropocentrism? If so, what are the most plausible non-anthropocentric alternatives? What counts as the proper ethical treatment of non-human animals, living organisms, or ecosystems? What do the terms “nature” and “wilderness” even mean, and should “natural” environments as such have ethical and/or legal standing? What fundamental ethical and political perspectives inform such approaches as the “Land Ethic,” ecofeminism, and deep ecology? Is there a plausible account of environmental justice applicable to both present and future generations? Are we now in the Anthropocene, and if so, is “adaptation” the best strategy at this historical juncture? How can we address the rural, urban, and the urban all contribute to a better future for Planet Earth? (A)
Equivalent Course(s): PHIL 22209, PLSC 22202, HMRT 22201

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

ENST 22300. South Side Ecologies. 100 Units.
South Side Ecologies is a project based course offered every other spring on an environmental topic of concern to communities on the South Side of Chicago. During the first half of the class we will use scholarly and popular sources to understand the background and extent of the issue, while the second half will engage with expert partners to execute a project in their area of need. Due to the experiential nature of this course, while we will strive to have class meetings in the official time and place, students should expect they may need to attend meetings, interviews, guest lectures, or other activities at other times and locations during the week. Every effort will be made to accommodate the needs and schedules of students in the course.
Equivalent Course(s): CHST 22300

ENST 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.
Equivalent Course(s): CEGU 32301, MAPH 32301, GLST 29301, CEGU 22301

ENST 22310. The Commons: Environment and Economy in Early Modern Europe. 100 Units.
Drawing on case studies from Europe and the Atlantic world, this course will track changes in land use and property rights over the early modern period (ca. 1500-1800), inviting students to reflect on the relationship between natural environments (woodlands, waterways, pasture) and histories of state formation, economic growth, rebellion, and colonialism. Organizing concepts and debates will include the tragedy of the commons, moral economies, sustainability and scarcity, the “organic economy” of the old regime, primitive accumulation, and economic takeoff. Readings will encompass classic works in agrarian, environmental, and social history (i.e., Marc Bloch, E. P. Thompson, Silvia Federici, James Scott, Carolyn Merchant) as well as primary documents and contemporary texts (i.e., More, Bacon, Smith, Paine, Babeuf). We will also reflect on how these histories bear on debates about land use and natural resources in the present day.
Equivalent Course(s): HIST 22310, HIPS 22310
ENST 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.
Equivalent Course(s): CEGU 22311, GRMN 22311

ENST 22319. Carbon Neutral: A Design and Build Course. 100 Units.
This design/build/course is site specific, working with a 1923 building within walking distance from the Logan Center for the Arts. Working with experts in the fields carbon neutral design and mechanical practices, you will participate and be privy to both the design concepts, as well as participate in discrete elements of a retrofit. No design or building skills required.
Equivalent Course(s): ARTV 32319, CHST 22319, CEGU 22319, ARTV 22319, ARCH 22319

ENST 22320. The Integrated Garden: A Design Course. 100 Units.
Looking to the long and flourishing history of community gardens and greenscapes across Woodlawn, this design course looks to historical habits and imagined futures as we work together to design a garden within walking distance from Logan Center for the Arts. The design will include water harvesting, composting, insect interactions, land rituals, lived and archived knowledge of plants, sun patterns and human patterns of engagements across the site and outward into the community.
Equivalent Course(s): CEGU 22320, CHST 22320, ARCH 22320, ARTV 22320, ARTV 32320

ENST 22321. Untidy Objects. 100 Units.
In this experimental course, students will use the lens of “untidy objects” to unravel the relationship between self and other, self and world. The concepts we normally use to think tend to take for granted, on the one hand, tidy objects, and on the other hand, tidy subjects coming to know tidy objects. We will undertake to challenge distinctions between subject and object through a multi-faceted set of sculptural and horticultural practices that bring us into close contact with plants and trees. The aspirations of this project are to question the conceptual ground from which we think about environmental justice and politics with an emphasis on practices of proximity to living others. Through readings, guest speakers, discussions, and practicum, this course and project provide an opportunity to re-habitate ourselves and lean differently into the world, to perceive, conceptualize, and represent living processes in ways that are oblique to common-sense.
Equivalent Course(s): ARTV 22321, CHST 22321, ARTV 32320

ENST 22330. Flooding the World: Creation and Restoration in the Levant, Mesopotamia, and India. 100 Units.
From Genesis to the Epic of Gilgamesh and the Rig Veda to modern novels like Geraldine McCaughrean’s Not the End of the World (2004) and Jeanette Winterson’s Boating for Beginners (1997), humans have repeatedly accounted for, imagined, and ironized civilizational collapse and restoration through stories of catastrophic floods. These texts, modern and ancient, are fraught with political, religious, and historical background. In this course, we will compare these texts, focusing on literary issues like narrative plot, the construction of characters, the literary devices used, and the role of the narrator in telling the story of the flood. We will attempt to ascertain why imaginings of a deluge are generative, while being attuned to the complex differences between the ancient narratives and their significantly different afterlives. Through sustained inquiry, we will both challenge notion of sacred exceptionalism even while confronting the enduring presence of this trope in the post-modern novel.
Equivalent Course(s): RLST 22330, JWSC 26030, SALC 22330

ENST 22400. Unearthing the Past: Historical Methods for Environmental Policy and Science. 100 Units.
This course will introduce students to the use of historical records for environmental research. Through virtual and site visits to archives, we will explore the best practices for locating and surveying digitized and physical historical materials. Practicum will critically engage with peer-review publications to examine the diverse uses of historical sources for qualitative and quantitative research. Students will use primary sources like manuscripts, rare books, data, and surveys in order to complete a project in digital humanities curation, data mining with R, or ArcGIS for spatial analysis. Archival theories will question the collections management strategies that select some works above others for preservation and explore the role of historical sources in reproducing environmental narratives.

ENST 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
ENST 22610. Paris and the French Revolution. 100 Units.
The French Revolution is one of the defining moments of modern world history. This course will explore the mix of social, political, and cultural factors which caused its outbreak in 1789 and go on to consider the overthrow of the Bourbon monarchy in 1792, the drift towards state-driven Terror in 1793-94, and the ensuing failure to achieve political stability down to the advent of Napoleon Bonaparte in 1799. We will view these epochal changes through the prism of France's capital city. Paris shaped the revolution in many ways, but the revolution also reshaped Paris. The urbane city of European enlightenment acquired new identities as democratic hub from 1789 and as site of popular democracy after 1793-94. In addition, the revolution generated new ways of thinking about urban living and remodeling the city for the modern age. A wide range of primary sources will be used, including visual sources (notably paintings, political cartoons and caricatures, and maps).
Equivalent Course(s): HIST 22610, FREN 32619, ARCH 22610, HIST 32610, FREN 22619

ENST 22611. Paris from Victor Hugo to the Liberation, c. 1830-1950. 100 Units.
Starting with the grim and dysfunctional city described in Victor Hugo's "Les Misérables," the course will examine the history of Paris over the period in which it became viewed as the city par excellence of urban modernity through to the testing times of Nazi occupation and then liberation (c. 1830-1950). As well as focussing on architecture and the built environment, we will examine the political, social, and especially cultural history of the city. A particular feature of the course will be representations of the city-literary (Victor Hugo, Baudelaire, Zola, etc.) and artistic (impressionism and postimpressionism, cubism, surrealism). We will also examine the city's own view of itself through the prism of successive world fairs (expositions universelles).
Equivalent Course(s): FREN 32620, HIST 32611, HIST 22611, ARCH 22611, FREN 22620

ENST 22708. Planetary Britain, 1600-1900. 100 Units.
What were the causes behind Britain's Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.
Equivalent Course(s): KNOW 22708, HIST 22708, HIST 32708, CHSS 32708, KNOW 32808, HIPS 22708

ENST 22900. People in Motion: Rethinking Transit in Chicago and Beyond. 100 Units.
How do you get from A to B? Within and between today's urbanized areas, that seemingly simple question has become one of the most fraught and intractable problems. This course seeks to address questions about public transit across scales, from pedestrian and bicycle infrastructure at the level of individual intersections and blocks up to regional train networks and beyond. Like other design studio courses, the class will be project-based, and will ask students to develop a wide understanding of existing systems, but also to learn through creative design projects that expand their sense of what's possible. After working together to understand many existing transit solutions across different scales, to come to terms with and document Chicago's transit landscape, and to dream speculatively about untested transit possibilities both low- and high-tech, students will focus on building a portfolio of creative suggestions for their respective "clients" (e.g., the University of Chicago, the 4th Ward Alderman). Alongside this project work, assigned readings and explorations around Chicago will immerse students in the culture and philosophy of moving people and things, across different moments past, present and future.
Equivalent Course(s): ARCH 22909, BPRO 22900, CHST 22909, ARTH 22909, CEGU 22900

ENST 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.
Equivalent Course(s): CEGU 23100, PBPL 23100

ENST 23190. Eco-consciousness: Climates and Ecologies of Eighteenth-Century Literature. 100 Units.
Given our present-day concerns about political climates and ecological consciousness, this course returns to the eighteenth century to analyze how writers interpreted climate and ecology back then. In the context of agricultural, industrial, and political revolutions, this class will explore how writers like Mary Wollstonecraft, Charlotte Smith, William Wordsworth, John Clare understood both political and ecological climates like colonialism, women's rights, class revolutions, and natural history. (Fiction, Poetry, 1650-1830, Theory)
Equivalent Course(s): ENGL 23190

eye toward this field of study and expression. Creative writing assignments will ask students to write (and perform) monologues from nonhuman perspectives.
ENST 23210. Urban Core in Paris. 100 Units.
This course is both an introduction to how historians think about cities and a history of cities from the Middle Ages through the Cold War. Most of the examples are drawn from Europe, with a special focus for the version of the course taught in Paris on that city, but significant attention is given to Africa and the United States. The course is chronological in organization, but each class also focuses on a different theme, such as the place of politics, industrial development, migration, culture, and commerce in the transformation of urban forms and experiences.
Equivalent Course(s): HIST 23210, ARCH 23210

ENST 23289. Marine Ecology. 100 Units.
This course provides an introduction into the physical, chemical, and biological forces controlling the function of marine ecosystems and how marine communities are organized. The structures of various types of marine ecosystems are described and contrasted, and the lectures highlight aspects of marine ecology relevant to applied issues such as conservation and harvesting.
Equivalent Course(s): BIOS 23289

ENST 23321. Writing and Reading Space(s) in the Italian Renaissance. 100 Units.
This course offers an introduction to the study of the Renaissance in Italian literature. A defining movement in the history of European culture and civilization, the Renaissance is best known for its rediscovery of classical antiquity, its achievements in the arts, literature, philosophy, exploration etc., as well as for the rise of a modern sense of self. Italy represents the gateway to the study of the Renaissance as it was the birthplace of many of its key protagonists. In this course, students will become familiar with some of the major male and female representatives of the Italian Renaissance. From Petrarch to Alberti, from Lorenzo de’ Medici to Ficino, from Machiavelli to Michelangelo, from Vittoria Colonna to Moderata Fonte, we will situate their writings against the discrete geographical, political, and cultural backdrops that engendered them. Thematically, the class will focus on the issue of space and the relationship between authors and the built environment. We will compare/contrast the physical milieux in which texts were produced (city/countryside, courts etc.), as well as look at how real and imaginary spaces were represented in literary form in order to examine how location both informs and affects the production of literary works. Lastly, we will engage with manuscripts and early printed editions of these texts during our in-and-off campus visits to the Special Collections at The University of Chicago Library and the Newberry Library.
Equivalent Course(s): ARCH 23321, ITAL 23321, ARTH 23321

ENST 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.
Equivalent Course(s): CEGU 23401, ARCH 23401, ARTH 23401

ENST 23415. Land and Rights. 100 Units.
What are land rights? Why are they so ubiquitous, and what do they do? In this course, we will study how regimes of individual and collective rights emerge and analyze the complicated ways they shape conflicts over private property, geopolitical borders, ancestral homes, and common land. Each section of the course examines how land is at the heart of economic development, territorial sovereignty, gender equality, or environmental policy, and explores how rights can both enable justice and redistribution as well as dispossession and exclusion. Course readings consist of ethnographic studies and engaged research that foreground how experts and laypeople make claims to land and show us what effects theories, laws, and narratives about rights have when people put them to work in the world.
Equivalent Course(s): HMRT 23415, ANTH 23415, GLST 23415

ENST 23500. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored.
Equivalent Course(s): SOCI 21106, PBPL 23600, SOCI 30106

ENST 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?
Equivalent Course(s): CEGU 23505, RLST 23505

ENST 23506. Being Human in the Anthropocene. 100 Units.
The Anthropocene is a proposed geologic age in which humans shape the earth on a planetary scale (e.g. through climate change). This scientific term raises many questions for religion and ethics about what it means to be human in the Anthropocene. What vision of humanity is implied by or presumed scholars of the Anthropocene? Is the term problematically or appropriately anthropocentric (human centered)? Does it recognize the uneven contributions to and burdens of environmental change between human communities? How do visions of time and/or humans from various religions challenge the very idea of the Anthropocene?
Equivalent Course(s): CEGU 23506, RLST 23506

ENST 23516. Environment and Society in the Ancient Mediterranean. 100 Units.
This seminar examines the interplay between social and environmental actors, practices, and changes across time in the Mediterranean basin, as well as explores the study and analysis of those interactions from the beginnings of classical scholarship to the present. Key themes include: environmental determinism, human and non-human interactions, interpretive approaches to space and place, and the role of science in archaeological and historical practice, and the compartmentalization of “environment” and “landscape” as analytic focus. These themes loom large now - during what might be called the “environmental turn” spurred on by the controversial Anthropocene in the humanities and social sciences - and their intensifying resonance provides the basis for critical reflection of past and future trends in classics, history, archaeology, and anthropology.
Equivalent Course(s): CLCV 23516, CEGU 23516, CLAS 33516

ENST 23517. Introduction to Critical Spatial Media: Visualizing Urban, Environmental, and Planetary Change. 100 Units.
This course introduces critical theories and techniques for visualizing interconnected transformations of urban, environmental, and planetary systems amidst the pressures of climate change, urbanization, and global economies of capitalism. Weekly lectures will introduce major themes and theoretical debates, paired with hands-on lab tutorials exploring a selection of methods in conventional and experimental geographic visualization. Thematically, the course will be organized around critical interpretations of the Anthropocene, a concept designating the epoch in which anthropogenic activities are recognized as the dominant force of planetary climatic and ecological change. We will present these interpretations through modules structured around different conceptual paradigms and alternative epochal designations (e.g. the Urbanocene, the Capitalocene, the Plantationocene). Through weekly lab exercises and a final, synthetic project, the course will move from critically analyzing prevalent theoretical frameworks, geospatial data, and associated visualization techniques to creatively visualizing critical alternatives. Students will learn how to construct visual narratives through a variety of spatial media (e.g. maps, diagrams, visual timelines), scales (e.g. bodies, neighborhoods, landscapes, the planetary), and techniques/platforms (e.g. GIS, web mapping, basic programming language tools, and vector/raster visualization programs).
Equivalent Course(s): MAAD 13517, ARCH 23517, CEGU 23517, ARTV 20665

ENST 23550. Urban Ecology and the Nature of Cities. 100 Units.
Urban ecology is an interdisciplinary field derived from the academic discipline of ecology. How well does classical ecological theory, typically formed from reductionist views of nature without humans, describe and predict patterns in human-dominated landscapes? Students will learn fundamental concepts in ecological theory, examine how these concepts apply to urban systems, and explore the paradigms of ecology in, of, and for cities. Readings and discussions will focus on classical research papers from the ecological literature, history of modern ecology, and contemporary approaches to studying biotic systems in cities.
Equivalent Course(s): MAAD 13517, ARCH 23517, CEGU 23517, CLAS 33516

ENST 23640. Fruited Plains and Scarred Mountains: The Environmental History of Work in the United States. 100 Units.
Ask most people to name an ecosystem, and they’ll probably talk about mountains, beaches, plains, or forests. But most of us spend nearly a third of our adult lives in another ecosystem we often don’t think about: our workplace. In fact, one of the most common ways humans interact with the environment in our modern world is by working-from farming and mining to housekeeping and coding. This course will examine the environmental history of work in the United States from the colonial era to the present through lectures, discussion, and other forms of active learning. We will cover a range of topics including racialized and gendered labor, the work of empire, energy workplaces, industrialization, agriculture, the information revolution, and climate adaptation. By engaging this history, we will also consider broader interdisciplinary questions: how should environmental concerns shape labor policy and organizing? What workplace considerations must be incorporated into the development of climate adaptation strategies and just transition programs? Why do the stories that we tell ourselves about the meaning of work matter for climate justice? What is the future of work in a climate-changed world?
Equivalent Course(s): HIST 27208

ENST 23645. Farms as Factories: Industrial Ideals in 'Modern' Agriculture. 100 Units.
Plants and animals are now produced in capital-intensive, factory-like settings. The industrialization of agriculture has not only transformed what we eat, but also the ecology of the globe and biology of its inhabitants. This course explores the logics, history, and consequences of an agricultural sector that simultaneously generates lagoons of pig manure, proprietary DNA, and monocropped landscapes. How does commoditizing wheat
alter its value? How do pigs to change when they live their lives on concrete? What forms of care are needed to keep antibiotic-laden chickens alive? How does the industrial production of life rearrange 'modern' concepts of nature? The course situates these questions within a broader framework of capitalism and commoditization; we begin by studying the rationale of proto-industrial production on slave plantations, consider the results of agricultural 'modernization' in the 19th and 20th centuries, and analyze how social scientists have studied these processes. Then, we examine how agricultural products - plants and animals - have been physically altered to facilitate standardized production, and study how these shifts have changed the role of workers and social milieu of agrarian labor. In addition to contextualizing modern agricultural production, this class is an introduction to animal and plant studies, theories of capitalism and commodification, and environmental studies.

Equivalent Course(s): ANTH 23816

ENST 23650. Revolutionizing Agriculture: Early Modern Technologies for the New Millennium. 100 Units.
Based on a wave of sustainable and organic farming technologies that have reinvented early modern growing practices, this course integrates USDA reports and modern field and lab studies into the historiography of The British Agricultural Revolution. We explore primary historical sources and historiography to better understand the environmental limits of the technologies used by organic and sustainable farmers today. By bringing the science and history into discourse, we will take a critical look at the British Agricultural Revolution, which is thought to have facilitated the Industrial Revolution by accumulating capital for investment and by allowing England to feed a growing urban population and manufacturing sector without a significant increase in arable acres.

Equivalent Course(s): PBPL 23650, HIST 25015

ENST 23655. Humans and the Sea: A Global Maritime History of the Anthropocene. 100 Units.
Humans live on land, but most of the Earth is covered in water. This has presented both challenges and opportunities for peoples and civilizations around the world. In this course, we examine the changing ways in which humans have interacted with oceanic environments over the past three hundred years. How have people conceptualized and engaged with the sea? How have port cities developed in response to the unique urban challenges and opportunities presented by their coastal geography? What have been the environmental and societal effects of human industries such as fishing and whaling? Using firsthand accounts including sailors' diaries and memoirs, government documents, and representative examples of nautical literature, students will come to situate the history of the sea in a new critical perspective as they reflect on the way human agency has shaped and been shaped by the natural world.

Equivalent Course(s): GLST 23655

ENST 23777. Geographical Issues in Housing and Community Development. 100 Units.
This course is part of the College Course Cluster, Urban Design.

Equivalent Course(s): GEOG 35700, PBPL 23700

ENST 23807. Toxic: Body Burdens and Environmental Exposures. 100 Units.
Toxicity is a pervasive and often elusive presence in our lives today. In this seminar class, we begin to address this condition by asking: what exactly is toxic? Who bears the burden of this classification? And, how then, are these understandings of toxicity defined and deployed in broader historical, political, and scientific contexts? From these preliminary questions, we explore the pathways through which toxic exposure, contamination, and fallout accumulates in disproportionate and uneven ways, especially for minoritized populations and upon Indigenous territories. Drawing upon a variety of social science literature and community-based research we trace these challenges through overlapping structures of race, class, gender, citizenship, and coloniality. This transnational and interdisciplinary orientation will acquaint students with case studies of exposure across different scales and geographies, from Chernobyl to Chicago. Through mixed approaches of ethnography and media curation, students will also have the opportunity to research and document their own cases studies of body burdens and environmental exposure.

Equivalent Course(s): HLTH 23807, CRES 23807, ANTH 23807

ENST 23811. Facing Climate Change in the Global South. 100 Units.
Reckoning with climate change often leads to an appeal to a common humanity that is on the brink of annihilation. The call is to act together to stall the harmful effects we as a species have had on the planet. This course will critically interrogate the social, political, racial inequalities that such a rhetoric evades. Reading ethnographies from different parts of the world, we will examine the causes and consequences of the Global South disproportionately bearing both the impact of environmental degradation and the burden of remedial measures to avert the climate crisis. Taking up four environmental issues, we will ask: what causes environmental inequality, how is it manifested, and what are the consequences - both for people experiencing these inequalities and for effectiveness of climate change action? The course will cover: (a) The problem of toxicity and waste in underprivileged communities from New York to New Delhi. (b) The impact of the global quest to save tropical wilderness on local communities that are pitted against prioritized megafauna such as the tigers of the Sundarban and the elephants of the Zambezi. (c) The inequalities in climate disaster relief, from New Orleans after Hurricane Katrina to Maldives facing sea-level rise (d) The toll on marginal farming communities of the global push towards sustainable, organic food production.

Equivalent Course(s): CRES 23811, ANTH 23811
ENST 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.
Equivalent Course(s): ARCH 23835, ANTH 23825

ENST 23900. Environmental Chemistry. 100 Units.
The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program: Climate Change, Culture, and Society.
Equivalent Course(s): GEOS 33900, GEOS 23900, ENSC 23900

ENST 24007. Chernobyl: Bodies and Nature After Disaster. 100 Units.
When reactor number 4 at the Chernobyl Nuclear Power Station exploded, it quickly made headlines around the world. Swedes found radiation in their air, Germans in their milk, Greeks in their grain, and Britons in their sheep. Ukrainians and Belarusians found it in their rain, wind, water sources, homes, and in their children's thyroids. Americans worried about finding it in their bodies, especially in pregnant or fetal bodies. A lot of roads led to the Chernobyl disaster: the Soviet state system, to be sure, but also the Cold War arms race, a faith in scientific progress shared in East and West, and a global disregard for the natural world and the human body. This course will follow those roads to the climax of the explosion and then examine the many paths out of Chernobyl: the disaster's aftereffects on geopolitics, environmentalism, feminism, and body politics. We will draw on a recent outpouring of scholarly and popular works on Chernobyl, including books, podcasts, and television series. We will also read texts on feminism, environmentalism, and other nuclear disasters, Cold War histories, and fiction to provide context and sites for further inquiry.
Equivalent Course(s): HIST 24007, CEGU 24007, HLTH 24007, GNSE 24007, REES 24007

ENST 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.
Equivalent Course(s): CEGU 24102, PBPL 24102

ENST 24104. Ecopoetics: Nature, Lyric, and Ecology. 100 Units.
This course will track the literary development of the concept and practice of "ecopoetics," with particular focus on the complex ethical responses that ecologically-minded poets and thinkers have made to the quandary of global warming and the emergence of the anthropocene. How might "lyrical thought" spawn modes of ecological practice and global-mindedness that are otherwise unthinkable in other disciplines and fields? In attempting to develop answers to this question, the course will place special pressure on the concept of "nature" and how such a concept creates the conditions for cultural forms that either contribute to, or work against, the specter of climate change. Is there one Nature or are there many natures? If poetry can produce, describe, and translate world(s), can poetry also "save the world"? We will read texts that look closely at how these two discourses--lyric and nature--in fact construct synthetic forms of ecological thinking. How might an "ecology of the mind" reflect
or narrate the depressive environmental conditions of today? Can ecopoetry still be meaningful and productive in an age of rampant environmental desecration?

Equivalent Course(s): GLST 24104, ENGL 26406

ENST 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.

Equivalent Course(s): GNSE 24103, MDVL 24103, GNSE 34103, CEGU 24110, FREN 34100, FREN 24100

ENST 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. This course is part of the College Course Cluster program: Urban Design.

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

ENST 24191. City Imagined, City Observed. 100 Units.

This urban design studio course takes two distinct notions of the city as its starting point: grand, imaginative plans -- utopian, unbuilt, semi-realized, real... both as aesthetic objects, and as ideas -- and how the minute flows of day-to-day life, up from the smallest scale, enter into dialogue with little built and lived details, intended or not. Drawing on both Chicago and other places (not just urban) that individual students know well, we will dream both big and small, search both present and past, and tap precisely into both what we dream and what we experience... seeking not to dictate what the city will be, but to use these different modes of understanding to expand our sense of what a city can be. Necessarily, we'll grapple with difficult contradictions cities pose, our most central personal assumptions about spaces and places, and with questions of how, especially in present-day capitalism, cities change. We take as given the inevitable gap between how places actually evolve and how, perhaps, they could, and use that gap as a site for the imagination to step in, while also confronting the hubris of most central personal assumptions about spaces and places, and with questions of how, especially in present-day capitalism, cities change. We take as given the inevitable gap between how places actually evolve and how, perhaps, they could, and use that gap as a site for the imagination to step in, while also confronting the hubris of imagining cities real. The studio work will proceed in three stages: individually developing an alternate vision for a place you know well, at a historical moment of your choice... then breaking each others' plans... and finally using real observations and factors (and even spontaneous impulse) to complicate and rebuild your vision into something lovelier.

Equivalent Course(s): GEOG 24191, CEGU 24191, ARTH 24191, ARCH 24191, CHST 24191, AMER 24191, ARTV 20205

ENST 24192. Imagining Pittsburgh's Common Buildings. 100 Units.

This class is an architectural studio based in the common residential buildings of Pittsburgh and the city's built environment. (It has been offered for Chicago in other academic years, and we will spend ample time thinking about Chicago also, this spring, as a point of comparison.) While design projects and architectural skills will be the focus of the class, it will also incorporate readings, a small amount of writing, some social and geographical history, one required visit to Pittsburgh between 4th and 5th weeks, and some additional explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio class and some skills related to architectural thinking, (2) acquaint students intimately with the common residential buildings and built fabric of a different place, while also comparing that place to our own, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city.

Equivalent Course(s): CHST 24192, AMER 24192, ARTV 20031, ARTH 24192, ARCH 24192

ENST 24193. Water Water Everywhere? 100 Units.

This interdisciplinary course explores aesthetics, environmental racism, and a human rights approach to the Commons to inform our perspective on the politics and aesthetics of water from the local to the global. The course will look at issues of scarcity and abundance through the lenses of art and human rights. The course will incorporate work by artist Inigo Manglano-Ovalle, who will visit the class. Students will consider works by other artists including Mel Chin, Allan Kaporow, LaToya Ruby Frazier, and Fazal Sheikh, to understand how art can confront the 21st century’s environmental challenges. Readings will include Susan Sontag's Regarding the Pain of Others, and Fred Moten & Stefano Harney’s The Undercommons. The course will include visits to site specific installations by artists Inigo Manglano-Ovalle and Mel Chin, and visits to Chicago-area natural sites such as the Big Marsh and Lake Michigan. This course is an extension of a collaborative project at the Gray Center for
ENST 24194. Projections in the Vivosphere. 100 Units.
This studio course invites students to devise new techniques for imaging the vivosphere; the fragile and reactive film of interactions that sustain human and non-human life around the surface of the earth. This critical zone is both a space of inquiry and topic of concern, crossing geophysical and disciplinary boundaries. Although more than the sum of representations, new techniques of imaging are urgently required for the shape and behavior of this frontier to fully enter our collective imagination and policy conversations. Seminar discussions and hands-on workshops will immerse students in historic and contemporary techniques of drawing as platforms for inquiry and political influence. While students will develop the ability to manipulate the projective geometries that underpin orthographic, perspectival, isometric, anamorphic and cartographic systems of projection, the vivosphere defies these prevailing modes of description. Research in this critical zone struggles to represent its shape, picture interactions across scale, and overcome the dissonance between planetary representations and lived experience, static geometry and dynamic cycles. Students will be invited to devise and attempt novel techniques to overcome these limitations.
Equivalent Course(s): ARTV 20028, ARCH 24194, ARTH 24194

ENST 24196. Second Nature: New Models for the Chicago Park District. 100 Units.
The Chicago Park District seems to preserve ‘first nature’ within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.
Equivalent Course(s): GEOG 24196, ARTH 24196, ARTV 20206, ARCH 24196, CEGU 24196

ENST 24198. Architecture of the Public Library. 100 Units.
In this architecture studio course, you will learn and practice a range of architectural skills, using as a starting point the library as an institution, and in particular the range of libraries in and around Chicago. You will look at, sketch, and work within libraries across the campus and city, and think about the role the library plays in our time. Studio projects will focus on the library as a locus for learning, a public space, an organizational system, a set of social services, and an architectural opportunity. After a series of short design exercises, you will work in groups to design a proposal for a new library for Chicago, on a real site that you choose. The bulk of your time will be spent on these studio projects, but there will also be reading and conversation. Materials for drawing and making will be provided.
Equivalent Course(s): ARTV 20664, ARCH 24198, AMER 24198, CHST 24198, ARTH 24198, GEOG 24198

ENST 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.
Equivalent Course(s): ARTH 24199, CHST 24199

ENST 24201. China’s Eco-Environmental Challenges and Society’s Responses. 100 Units.
In nearly four decades of reform and opening policies, China’s economic achievements have come at a high cost for its ecological environment; air pollution, water pollution, and soil contamination, among other problems, are facts of life for most Chinese citizens. In addition, China is now the world’s biggest emitter of carbon dioxide and has recently acknowledged its contributions to global warming and the need for drastic mitigation of greenhouse gases. Facing these tremendous challenges, remarkable shifts in the way that Chinese society communicates and tackles these problems are occurring. This seminar will look, in particular, at relevant public debates, crucial policies, as well as popular initiatives and protest, to approach this wide topic. How is the relationship between humans/society and nature/environment conceptualized and communicated? Can we detect shifts from traditional to modern, even contemporary Chinese approaches? And to what extent and how do political authorities, media, the general population and scientists in China interact in the face of the acknowledged risks that environmental pollution poses to communities, to China’s (economic) development and, not least, to individual health and well-being. Basic knowledge about modern Chinese society and politics as well as Chinese reading skills are helpful, but not a strict requirement for participation in this course.
Equivalent Course(s): EALC 24201, EALC 34201
ENST 24206. Cultural Cartography of Bronzeville. 100 Units.
The city continually erases itself, replacing the spaces, architectures, objects and activities that resonate in the memory of its inhabitants. While this process is the consequence of familiar forces - capitalist development, socio-cultural changes, environmental responses - the phenomenon of perpetual erasure sometimes produces a form of collective amnesia, interfering with our ability to reconcile with our pasts, especially histories of systemic displacement, exclusion, and exploitation. This course, a hybrid of a seminar and studio, will examine the deep cultural and urbanistic implications of Chicago's Bronzeville. Via poetry, fiction, history, testimony, interviews, photography, and films, students will recover Bronzeville's layered history and contemporary implications. In the studio, students will develop drawings to connect these narratives so space and time. Via site visits and conversations, this course will connect with artists, architects and researchers currently completing projects within and adjacent to this area of the city.
Equivalent Course(s): AMER 24206, ARTH 24206, ARCH 24206, CHST 24206

ENST 24214. Cities in Modern China: History and Historiography. 100 Units.
China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities "modern," but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of "China-centered" scholarship in the 1970s to the "global turn" of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.
Equivalent Course(s): ARCH 24214, GLST 24214, HIST 24214, EALC 24214

ENST 24223. Food Politics in a Global World. 100 Units.
Food Politics' means so many things: Trust, risk, danger. Safety, regulation, retail, and consumption across wildly different scales: global, (trans)national, urban, regional, local, distant, foreign. Diets, fasts, binges. Canning, refrigeration, cafeterias, farmers' markets, and the cold aisles of supermarkets. Educated consumers, mass panics, and the "distant" bodies of humanitarian aid. In this class, ethnographic and comparative approaches to food politics will be our lens into recognizing, discussing, and thinking about food as a critical site of global politics. We will examine articulations of social differences, performances and performativities of bodies (gendered, migrant, public, private, clandestine, hungry, satiated, healthy, and criminal), transnational battles over regional and local "purity," and sensibilities that do or do not trust sites of economic and/or political authority positioned far away. Indeed, food politics are just as much a window into the investigative and critical potentials of ethnography in a global world as they are a way to recognize the moral, popular, imaginary, and experiential processes at work and constitutive of taken-for-granted political actor-abstractions such as "the state" "the economy" and "the public."
Equivalent Course(s): GLST 24233, ANTH 25322

ENST 24253. Indigenous Rights and Capitalism. 100 Units.
This course explores how indigenous rights emerge in relation to the uneven incorporation of indigenous land, labor, and commodities into global circuits of capital. Whether in racist discourses about primitiveness or backwardness, or romantic ones about environmentalism and resistance, it is still common to encounter narratives that assume indigenous people and places exist outside of modernity. This course, on the other hand, asks that we think indigeneity and capitalism together. Readings will consist primarily of ethnographies and cover Southeast Asia, the Middle East, Africa, and the Americas. We will study how Palestinian real estate developers, Cherokee small business owners, Mayan coffee cooperatives, Navajo coal workers, Lauje cultivators, and others use economic practices to defend territory, claim rights, and build communities. We will ask how these experiences contribute to critiques of inequality and dispossession, and how they clarify what is at stake in struggles over autonomy, sustainability, and sovereignty.
Equivalent Course(s): HMRT 24253, CRES 24253, GLST 24253, ANTH 24253

ENST 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 34267, ARTV 34267, ARTH 24267, ARTV 24267, CHST 24267, ARCH 24267, ARTH 34267

ENST 24270. Children & Architecture. 100 Units.
Many who pursue architecture do so initially out of a childlike fascination with buildings, places and worlds. Curiosity and limited understanding naturally provide children with an exploratory relationship to the built environments they traverse, and children also often show a heightened sense of wonder -- heightened emotions of all kinds -- as that relationship plays out. (This can be positive and formative, or scary and traumatic.) And yet, many of the adults who make choices about the worlds we inhabit think mostly of adults, and as adults, in doing so. This architecture studio course investigates the built world through a child’s eyes, across different moments in history, including our own. Readings and seminar discussions will range from playgrounds to blocks, preschools to family relations, swimming pools and sandcastles to the very construction of childhood as an idea. We will explore Chicago, and meet with builders of all ages, likely culminating in designing (and potentially building) a real playground space. While previous experience with architectural skills is not necessary to excel in this course, childlike curiosity is required.

Equivalent Course(s): MAAD 24270, ARCH 24270, ARTV 20029, ARTH 24270, CHST 24270

ENST 24340. Political Ecologies of Colonialism. 100 Units.
The rapidly warming planet makes it clear that the natural and human worlds are inseparable and that local ecologies are inextricable from global political and economic processes. While resulting devastation has more recently emerged as global crisis, the assimilation of local landscapes and ecologies into global social processes has a deep history. This class considers the development and intensification of such global connections through the lens of political ecology. It contextualizes local ecological changes wrought by expansive colonial powers - poisoned mountains, mono-cropped landscapes, and disappeared forests - within the emergence of a global economy in the early modern era. The course is roughly divided into two parts. First, it examines the political ecology of colonialism, considering links between extractive practices of land management and the imbalances of power typical of colonial contexts. Secondly, it assesses how the extraction and expansion inherent to colonial projects provided impetus to the emerging global economy from the 16th to 20th centuries, and considers how those historical processes continue to reverberate into the present. While historicizing contemporary environmental issues, students will be introduced to political ecology, environmental history, 'the Anthropocene' concept, theories of commodification and value, and world systems analysis.

Equivalent Course(s): ANTH 28505, GLST 24340

ENST 24400. Is Development Sustainable? 100 Units.
This course examines alternative concepts and theoretical grounds for notions of sustainable development. We analyze core issues underlying population growth, resource extraction, "sustainable consumption," environmental change, and social transformation through a consideration of economic, political, scientific, and cultural institutions and processes. The course, based on orienting lectures and intensive class discussion of core texts, focuses on the sustainability problems of both highly industrialized countries as well as of developing nations. Previous exposure to environmental or development issues, although useful, is not required.

Equivalent Course(s): HIPS 23400, BPRO 23400, PBPL 24400, ANTH 22015, CEGU 24400

ENST 24550. Urban Ecology in the Great Nearby. 100 Units.
Places like the Great Barrier Reef, Great Smoky Mountains, or Great Outdoors elicit ideas of a nature that is far away and often presumed to be "pristine." Not only are these presumptions worthy of interrogation, but they may limit our understanding of the natural world that is in close proximity to humans. In this course students will use our restricted geographical movement during a pandemic as an opportunity to focus on hyperlocal urban ecology: that of the Great Nearby. What can we learn about our neighborhood and its human and non-human residents through close observation in a finite geographic area? What are the benefits, scientifically and socially, of understanding the Great Nearby? What are the challenges of place-based ecology, especially in scaling up to regional and global connections? Using an ecological lens to investigate the urban landscape up close, students will learn the importance of observation as it relates to forming hypotheses to understand the world, as well as revealing the urban natural world that we may not have noticed before. Grounded in the rigor of urban ecology, place-based research, long-term monitoring, and their application, students are expected to be actively outdoors in their local urban environment throughout the quarter.

Equivalent Course(s): CHST 24555, GEOG 24550

ENST 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.

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

ENST 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.

Equivalent Course(s): CEGU 34600, CEGU 24660, ARCH 24660

ENST 24680. Introduction to Urban Planning. 100 Units.
The academic study of urban planning encompasses a range of issues dealing with cities, from urban design to governance, economic development, local politics, and place. The goal of this course is to provide a broad overview of urban planning theory and history while at the same time introducing students to basic GIS applications for urban planners. This format provides students with a better contextual understanding of the wide range of issues currently facing 21st century cities, and at the same time serves as an introduction to the everyday practice of urban planning. The course includes readings from prominent urban theorists, a discussion of the historical development of the urban planning profession in the US, and GIS exercises that allow students to apply their theoretical urban knowledge to real-world planning problems.

Equivalent Course(s): GISC 24700, GISC 34700

ENST 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.

Equivalent Course(s): PBPL 24701, CEGU 24701

ENST 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.

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

ENST 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course explores the history of one of the world’s largest cities from its origins as the castle town of the Tokugawa shoguns in the early seventeenth century, to its transformation into a national capital and imperial center, and concludes in the postwar era as Tokyo emerged from the ashes of World War II to become a center of global capital and culture. Our focus will be on the complex and evolving interactions between the natural and built environments of the city and politics, culture, and social relations.

Equivalent Course(s): EALC 34706, EALC 24706, HIST 34706, CRES 34706, HIST 24706, CRES 24706, ARCH 24706

ENST 24756. Exploring the Resilient City. 100 Units.
In recent years, sub-national units of government have enacted meaningful policy plans in the wake of the ongoing failure of the international community to address global climate change. Cities in particular have shaped their plans to address the now-inevitable effects of climate change by adopting policies that emphasize resilience and environmental protection, without sacrificing economic growth, and with attention to the ongoing challenges of poverty and inequality. This course will take a comparative look at the policies adopted by cities on an international basis, while defining what it means to be a resilient city and how much the built environment can be adjusted to limit the environmental impact of densely populated metropolises. It will also consider what impact citizen activism and input had upon the shape of each plan and the direction that its policies took.

Students will also be asked to consider what might be missing from each plan and how each plan could be improved to foster greater resiliency.

Equivalent Course(s): PBPL 24756
ENST 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.
Equivalent Course(s): PBPL 24776, CEGU 24776

ENST 24800. Complex Problem: World Hunger. 100 Units.
Few of our policymakers are experts in economics, agronomy, food science, and molecular biology, yet all of these disciplines are essential for developing strategies to end world hunger. Choosing one country as a test case, we look at the history, politics, governmental structure, population demographics, and agricultural challenges. We then study the theory of world markets, global trade, and microeconomics of developing nations, as well as the promise and limitation of traditional breeding and biotechnology.
Equivalent Course(s): SOSC 26900, BIOS 02810, BPRO 24800

ENST 24810. Atmospherics. 100 Units.
In a world of changing climate, how do we change the political? What affective chemistry is needed to recognize and mobilize on behalf of shifting air currents? This seminar explores the conceptual and material chemistries of atmosphere. The course will investigate key texts on climate change, embodiment, and affect, as well as recent ethnographic explorations of environmental sensibilities across air, ice, ocean, and land.
Equivalent Course(s): CEGU 24810, ANTH 24810, HIPS 24810

ENST 24831. Techno-Ecology: The Social Life of Infrastructure. 100 Units.
Infrastructure reemerges as a heated political topic in the United States against the background of the new great power competition in the world and the increasing concern of inequality and social justice at home. Such divergent political interests illuminate the tension between the promises of infrastructure and the challenges it poses. What is infrastructure? And why does it matter? This course takes infrastructure as its object of inquiry and explores ways of building and using infrastructure in various historical and social settings. A burgeoning scholarship on infrastructure reflects on the complexity of infrastructure’s environmental, political, social, and economic impact. Infrastructure was a critical part of both empire building and nation-state development. At the same time, massive infrastructure projects could also bring about self-defeating debacles that threatened the very regimes who had implemented them. Infrastructure has elevated millions from poverty and provided more with necessity and convenience. But it also creates barriers, destroys ecological systems, and materialized discrimination. The challenges of climate change and cyber security urges us to rethink infrastructure through the lens of scale, distribution, and trust. This course aims to complicate any monolithic conceptualizations of development, and to rethink the relations between us-at the levels of individual, communal and global-with the techno-ecology called infrastructure.
Equivalent Course(s): GLST 24831

ENST 24918. Early Traveling Writing: Pausanias in Roman Greece. 100 Units.
Through a close reading of Pausanias, who wrote his Description of Greece during the Roman imperial period, this course explores ancient forms of travel writing and associated interests in the places, peoples, myths, ruins, and material objects of the Mediterranean world. Moving from the apparent ethnographic lens of earlier Greek literature to Roman imperialist expeditions, readings and discussions will examine the sociopolitical contexts out of which Pausanias emerged as a literary author, and his legacies in and relationship to the wide array of genres of modern travel writing, from Lewis and Clark to John Steinbeck. Key topics will include: movement through space, tourism, nature, landscape, town and country, sites and spectacles, myth, ritual, and acts of remembering and forgetting.
Equivalent Course(s): CLAS 34918, ANCM 34918, CLCV 24918, FNDL 24918, CEGU 24918

ENST 25000. The Amazon: Literature, Culture, Environment. 100 Units.
This course proposes a cultural history of the Amazonian region. Through films, novels, visual arts, essays, manifestos, and works on cultural and environmental history, we will explore the history of Amazon from a range of perspectives. We will examine indigenous cultures and epistemologies, extractivist activities, environmental policies, contemporary literature and film, and a global imagination of the Amazon. Authors and projects may include Claudia Andujar, Gaspar de Carvajal, Milton Hatoum, Euclides da Cunha, Ciro Guerra, Susanna Hecht, Davi Kopenawa, Ailton Krenak, Chico Mendes, Daniel Munduruku, Lúcia Sá, Silvio Santos, Candance Slater, Mario Vargas Llosa, Eduardo Viveiros de Castro, Video in the Villages, among others.
Equivalent Course(s): SIGN 26059, SPAN 35555, CEGU 25000, LACS 25005, LACS 35005, PORT 25000, SPAN 25555, PORT 35000

ENST 25006. How Things Get Done in Cities and Why. 100 Units.
Innovation. Prosperity. Democracy. Diversity. Cities long have been lauded as unique incubators of these social features. In contrast to the national level, the smaller scale and dense diversity of cities is thought to encourage
the development of civic solutions that work for the many. But cities are inhabited by distinct groups of people with divergent interests and varied beliefs about how to address countless urban issues, such as creating jobs, delivering education, ensuring safe neighborhoods, promoting environmental sustainability, and taking care of the vulnerable. Many groups and organizations have an interest in the outcomes of these processes. Some take action to try to shape them to their own advantage, while others have few chances to make themselves heard. This course examines the social and political dynamics that undergird possible avenues for creating social change in cities, including interest representation, decision-making, and inclusion/exclusion. We will draw insights from multiple disciplines and explore a variety of substantive areas, such as housing, public safety, economic development, education, and the provision of social welfare. This course is part of the College Course Cluster program: Urban Design.

Equivalent Course(s): SOCI 20294, PBPL 25006, LLSO 21100, SSAD 21100

ENST 25012. Undergraduate research seminar: Chicago Urban Morphology. 100 Units.

This seminar is open to Seniors and Juniors, particularly for but not necessarily limited to those in the fields of geography, environmental science, and urban studies. It is designed for students to undertake original research on a topic of their own choosing within the broad scope of Chicago’s built environment. Following a brief reading course in the theoretical literature of urban morphology, each student will identify and select a topic of interest to research using Chicago sources, with the objective of a formal written research paper. Discussions will center around formulating research questions, theoretical underpinnings, suitable methodology, modes of writing, appropriate presentation of evidence, and effective illustration. Sessions will combine open discussion with a rotating series of periodic individual progress reports to the group, reflecting an interesting diversity of topics and mutual support in gaining experience in the research process.

Equivalent Course(s): ARCH 25012, PBPL 25012, SOCI 20552, GEOG 25012, CEGU 25012, CHST 25012

ENST 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.

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

ENST 25025. Environmental Histories of the Global South. 100 Units.

Drawing on cases from Africa, Latin America, and especially Asia, this course explores key themes in the modern environmental history of the world beyond the rich industrialized North. Our investigations will focus on the ecological impacts of colonialism, war, and development, and how environmental management has helped to construct modern states and capitalist practices in turn. Ranging from the malarial plantations of the Caribbean to the forests of southeast Asia, we will analyze not-so-natural disasters like floods and chemical spills as well as the slow violence of deforestation and droughts. Combining primary sources with classic scholarship, we will encounter pioneering green activists like the original “tree huggers” of the Himalayas and environmental advocates for brutal population control. The course will conclude by examining the emergence of a newly assertive Global South in international climate negotiations, and its implications for the environmental history of our planet at large. The course is open to all, but may be of particular interest to students who have taken "Introduction to Environmental History."

Equivalent Course(s): HIST 25025, CHSS 35025, CEGU 25025, HIST 35024, HIPS 25025, SALC 25025, SALC 35025

ENST 25026. Tutorial: Toxic America: Pollutants, Poisons, Politics. 100 Units.

Exposure to toxic substances is a routine condition of life in the United States. If toxics represent “adverse effects” to living systems, how and why did they become so abundant in the air, water, and food we ingest? The premise of this course is that the twentieth century witnessed soaring levels of toxic pollution. As synthetic chemicals, agricultural dusts, antibiotic residues, radioactive isotopes, and heavy metals saturated our environments, American scientists, activists, and artists identified and politicized lists of poisons. Students will first learn about the history of toxicology and environmental health in the US. We will then work with these frameworks to examine toxic events and everyday exposures as forms of fallout. We will investigate how the distribution of toxics reflects the racial, gender, and settler-colonial histories of America. We will explore history through an understanding that risk and exposure are central to environmental justice. A final concern is to consider how invisible, microscopic, and nonhuman living things inform our historical methods and questions.

Equivalent Course(s): HIPS 29643, HIST 25026

ENST 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?
Equivalent Course(s): HIPS 25270, CHSS 35270, ARCH 25207, HIST 35027, HIST 25027

**ENST 25111. Visualization and Biology: Science, Culture, and Representation. 100 Units.**
How do scientific images get made? This deceptively simple question lies at the heart of this course. Over three weeks at the MBL, we will examine the techniques, technologies, philosophies and histories of scientific image making, with a particular focus on marine biology. Rather than simply reading theories of visualization and representation, students will immerse themselves in the making of images themselves. Students will perform hands-on work with historical and contemporary theories and techniques of microscopy, taxonomy, anatomy, and specimen collecting. They will also examine the theoretical, philosophical, and ethical underpinnings of those practices. Through a combination of ethnographic (participant observation) and historical (archival) work, students will develop rich accounts of scientific visualization - from matters of objectivity and instrumentation, to problems of vision and the limits of (human) senses, to questions of aesthetics, abstraction, and representation. During the course, students will have the opportunity to work with Marine Biological Laboratory faculty, have access to laboratory and archives, and will develop new data and novel accounts of the social, cultural, and technical creation of scientific images.
Equivalent Course(s): HIPS 15100, ANTH 23809, HIST 14904

**ENST 25130. Social Theory for a Green New Deal. 100 Units.**
U.S. House Resolution 109—popularly known as the Green New Deal—pledges a systemic corrective to the social and ecological harms of late industrial capitalism. With a particular focus on questions of economic and environmental justice, this seminar anthropologically assesses the prospect of a Green New Deal and its potential relationship to society, policy, and the built environment. Thinking relationally across scales and systems, we will consider the stakes of this large-scale yet still largely undefined legislative proposal and its implications for the social contract in a warming world. Attending to the ways in which race, class and gender inform late industrial life, the seminar will explore (via the environmental humanities and feminist & indigenous STS) concepts such as stewardship, climate justice, environmental racism, intergenerational ethics, more-than-human ontologies, and the Anthropocene (plus alternative frames).
Equivalent Course(s): HIPS 25130, ANTH 23812, CEGU 25130

**ENST 25199. Digital Ethnography. 100 Units.**
This methods course prepares students for ethnographic research in an online environment. We will discuss practical steps to put together a research project—from research design to data collection and analysis. We will cover epistemological, ethical, and practical matters in online ethnographic research, and read articles and books showcasing methods for the study of virtual worlds (both game and nongame). This is a hands-on methods course: you will be required to formulate a preliminary research question at the beginning of the course, and you will conduct a few weeks of ethnographic research in a virtual field site of your choosing. Each week you will be asked to complete short ethnographic assignments, and to produce field notes to be exchanged and discussed in class. As a final project, you will have a choice between a research proposal or a short paper based on your observations.
Equivalent Course(s): ANTH 21415, GLST 25199, SOCI 20558, SOCI 3026, MAAD 10199, MAPS 35199

**ENST 25320. Poverty and Urban Development: the Right to Housing in Latin America. 100 Units.**
Bringing a wide variety of disciplinary texts into conversation, this course leads towards a holistic understanding of the historically rooted and globally entangled housing condition of Latin America’s urban poor. It encourages students to read along the grain of developmental discourse at different stages of twentieth-century development, thus advancing students’ capacity to critically situate and condition global and national policies. The course analytically foregrounds problems of governance, resource distribution, and sociopolitical complexity, providing students with a representative range of case studies from across the subcontinent and interrogating what it means for social and economic goods to be labeled human rights. Throughout the course, students will examine diverse housing arrangements and policies in the context of national, regional, and global development histories. Ultimately, this course advances comprehension of the particularities of contemporary Latin American societies, and that which they share with the Global South and the world at large.
Equivalent Course(s): LACS 25320, ANTH 23097, GLST 25320

**ENST 25401. Cities in Protest. 100 Units.**
Long considered as condensers of social interaction, cities are here examined as to their response under significant public protest. Such events are understood as “stress-tests” to conventional urban theory as they alter, if only temporarily, previously understood conventional relationships of public and private domains. The project then is to document, assess, and understand those changes. Initial work focuses on documentation of protests using architecturally-based techniques, to provide clearer understanding and materials for comparison and discussion. Attention is on the year of 1968, a time when many cities were taken over by confrontations. Drawings and digital models are to be prepared from detailed review of photographs, news reports and histories to document the events. A second area of investigation involves representation and how differing techniques of graphic projection impacts our understandings. A range of representational strategies are to be compared and assessed as to how they respond to the changes in urban spatialities engendered by protests. Work then concludes with individual investigations of more contemporary protests, identified and discussed together.
Equivalent Course(s): ARTH 25401, CHST 25401, ARTV 20030, AMER 25401, ARCH 25401
ENST 25422. Struggle and Solidarity: The Politics of Chicago Labor in the 19th and 20th Centuries. 100 Units.
In this course we will question how and why Chicago was important to the way we think about "work." Employment, equity, wages, and security are certainly of debate throughout the nation today, but Chicago in particular, has been at the forefront of this contentious conversation for nearly two hundred years. We will analyze a series of historical events, neighborhoods, and groups of the 19th and 20th centuries in order to better understand the relationship between advancing capitalism, labor politics, the workers’ body, exploitation, and resistance. In particular, the three major issues we will analyze will be the Haymarket Massacre, the Chicago Union Stock Yards and meat packing industry, as well as the African-American Pullman Porters and their union. To be sure, laborers built this city with broad shoulders, but also with a resilient commitment to struggle and solidarity that changed the social, political, and economic landscape of the United States and the world forever. Students will leave this course with more than a deep understanding of Chicago labor history. A parallel goal of this course is for students to gain analytical tools to engage with this history in an applied fashion. We will learn how to categorize, distinguish, and dissect these historical accounts in order to better evaluate the mechanisms and catalysts of social movements: What about the confluence of labor and capital sparked these events? The course will also include guest speakers and a field trip.
Equivalent Course(s): ANTH 25422, HIST 28812, CHST 25422

ENST 25423. Chicago’s Agricultural Hinterland. 100 Units.
Chicago was built by the laborers who drained lakeside swamps to create its neighborhoods, the immigrants who worked in its factories and slaughterhouses, and the business magnates that boosted the construction of a prairie metropolis on the ancestral lands of the Three Fires Confederacy. But, in as much as Chicago was built by these people, it was also built by farmers scattered across the Midwest. For that matter, the city is a product of the hogs, wheat, cattle, and corn raised by those settlers, and the capital that flowed from city to farm and back again.
Equivalent Course(s): ANTH 25424, CHST 25423

ENST 25424. GIS and Human Ecologies. 100 Units.
Floods, wildfires, deforestation, urban sprawl, agricultural expansion: environmental processes like these have dramatic effects unequally distributed across space. As such, interrogating the social consequences of these processes demands spatial thinking. This course introduces students to how researchers in the social sciences use Geographic Information Systems (GIS) to analyze interactions between humans and the environment. In this class we will critically examine GIS as a way of knowing and representing interactions between humans and the natural world: What are the advantages and limits of spatial data sets? How does using GIS structure the questions researchers ask? How does it make possible new questions? What are the limits of a GIS analysis? In this course, students with an existing foundation in GIS will develop the investigative skills to use ArcGIS software to answer complex research questions. Through in-class exercises and course readings students will learn to move beyond using GIS to represent data and instead treat it as a tool for evaluating social science research questions. Over the course of the quarter, students will build on assignments to develop their own analytical research project from start to finish, beginning with data procurement and concluding with a final presentation of results.
Equivalent Course(s): PBPL 25424, GLST 25424, GEOG 25424

ENST 25460. Environmental Effects on Human Health. 100 Units.
Given the increasing urbanization of human populations and increasing footprint of the human enterprise throughout the world, the way in which the environment directly and cumulatively affects human health can be particularly profound. In this course, students will be introduced to environmental health issues, research, policy and advocacy. An overview of fundamental concepts in environmental health will be paired with case studies based on current local issues and topical research. Guest lectures by local experts will be featured and discussions will connect biological, chemical, and physical exposures to their real effects on human communities.
Equivalent Course(s): HLTH 25460

ENST 25500. Biogeography. 100 Units.
In this course, we examine the uneven distribution of life on Earth and how ecology, evolution, and Earth sciences help us understand its past, present, and future. Topics include diversity gradients and hotspots, islands, methods for inferring the boundaries and histories of biotas, models and laws in biogeography, and the relevance of biogeography in the Anthropocene.
Equivalent Course(s): GEOG 35500, GEOG 25500, BIOS 23406, EVOL 45500

ENST 25507. Make Love, Not Babies: A History of Population Control. 100 Units.
People have been worrying about population-and the strain that growing numbers of people have on natural resources and the environment-since at least the late eighteenth century, when Thomas Malthus penned his Essay on the Principle of Population. This course will follow the history of environmentally motivated population control movements, from Malthus to French feminists at the turn of the twentieth century, to the birth of the environmental movement in the United States in the late 1960s, to international efforts to control population in the developing world in the 1990s. Students will encounter the perspectives of feminists, environmentalists, and economists as we consider how racism, reproductive rights, and the legacy of humanitarian intervention have shaped global approaches to population.
Equivalent Course(s): HLTH 25507, HIPS 25507, GNSE 25507, HIST 25507
ENST 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.
Equivalent Course(s): HMRT 25704, CRES 25704, AMER 25704, KNOW 25704, CHST 25704, PBPL 25704, RLST 25704, CEGU 25704

ENST 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.
Equivalent Course(s): RLST 25703, CEGU 25705

ENST 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 classical and contemporary theories of justice; the gendered, colonial, and racial dimensions of climate change; and climate justice movements.
Equivalent Course(s): RDIN 25706, GLST 25766, PBPL 25706, KNOW 25706, HMRT 25706, GNSE 25702, CEGU 25706, RLST 25706

ENST 25715. The Bible and Ecology. 100 Units.
In 2010, HarperCollins published The Green Bible, which claims to help readers "understand the Bible’s powerful message for the earth." What precisely is the Bible’s “message for the earth”? Does the Bible even contain one unified message about the relationship between God, human beings, and the natural world? For many, the question of “what the Bible says” about the environment has become urgent in the midst of the intersecting environmental crises of our day, from global warming to the sixth mass extinction. And yet, there does not seem to be an easy answer to this question; the Bible has been used both to support ethics of conservation and to justify exploitation of the earth’s resources. In this course, we will analyze key passages employed in contemporary discourse about the Bible and the environment from a historical-critical perspective. At the same time, we will investigate how these texts are being invoked today in support of various agendas. Along the way, we will discover and interrogate the profound influence of biblical cosmologies, anthropologies, and eschatologies in shaping attitudes towards the earth and its nonhuman inhabitants. No prior knowledge of biblical literature is expected.
Equivalent Course(s): RLST 25705

ENST 25900. Cultural Geography. 100 Units.
This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.
Equivalent Course(s): GEOG 30100

ENST 25910. Introduction to Location Analysis. 100 Units.
Understanding the location of business activities - agricultural, industrial, retail, and knowledge-based - has long been a focus for economic geographers, regional scientists, and urban planners. This course traces the key theories and conceptual models that have been developed over time to explain why economic activities tend to locate where they do. To introduce and explain these theories, this course covers several foundational concepts in economic geography and urban planning, such as: bid-rent theory, locational triangulation, various models of urban structure and growth, urban market areas, transportation, economic restructuring, and the "back-to-the-city" movement. This course incorporates several GIS exercises to teach students the basic principles of location optimization and to help illuminate the foundational theoretical principles of economic geography.
Equivalent Course(s): GISC 35900, GISC 25900

ENST 26000. Chicago Neighborhoods. 100 Units.
This course is an applied learning experience in which students explore the many dimensions of Chicago neighborhoods, with a particular focus on the built environment and how it impacts - and is impacted by - the social and economic life of the city. Students will observe, interpret and represent neighborhoods through a series of exercises designed to deepen knowledge about the significance and meaning of neighborhood form.
Readings and fieldwork will engage students in neighborhood analysis and observation techniques that explore contemporary issues about public life, diversity, and social equity. This course is part of the College Course Cluster, Urban Design.

Equivalent Course(s): GEOG 24000, SOSC 26000, CHST 26000, PBPL 24005

ENST 26001. Urban Design Practicum: Revitalizing South/West Retail Corridors. 100 Units.
This course is a hands-on, applied learning experience in which students will translate principles of good urban design to two retail corridors on the South Side. We will be working alongside the National Main Street Center, which is headquartered in Chicago, and in support of Chicago's INVEST South/West community improvement initiative. Our specific task will be to produce a set of design guidelines for selected retail corridors. There are no pre-requisites, but students with interest or ability in graphic design and/or 3D modeling are especially encouraged to register.

Equivalent Course(s): ARCH 26001, GEOG 36001, CHST 26001

ENST 26002. Urban Design Studio. 100 Units.
Based on prior coursework in either neighborhood or pedestrian scale urbanism, students in this course will have the chance to formulate a proposal for intervention to address an issue previously uncovered. The proposal could be in the form of a written policy, two-dimensional plan, or three-dimensional design - depending on student interest. Example topics include policy proposals to address issues of gentrification and displacement, proposals to increase the spatial equity and accessibility of public space, three-dimensional visioning of future infill on vacant land, or development of a new kind of urban code to encourage pedestrian life.

Equivalent Course(s): GEOG 24000, CHST 26002, PBPL 26002, SOSC 26002

ENST 26003. Chicago by Design. 100 Units.
This course examines the theory and practice of urban design at the scale of block, street, and building-the pedestrian realm. Topics include walkability; the design of streets; architectural style and its effect on pedestrian experience; safety and security in relation to accessibility and social connection; concepts of urban fabric, repair, and placemaking; the regulation of urban form; and the social implications of civic spaces. Students will analyze normative principles and the debates that surround them through readings and discussion as well as firsthand interaction with the urbanism of Chicago. This course is part of the College Course Cluster, Urban Design.

Equivalent Course(s): GEOG 24000, SOSC 26003, PBPL 26003

ENST 26004. History of City Planning. 100 Units.
This lecture-based course provides a broad survey of the history of city planning. It focuses on the normative: the endeavor to control and design the physical fabric of cities. What are the different ways cities have been envisioned and planned and to what effect? What are the competing theories of good city design that underlie city plans, and how do these plans interrelate to the social, political, cultural, and economic forces shaping cities? The course explores city planning's successes and failures, its tangible effect on urban pattern and form, and the extent to which city planning ideas have changed over time. Though the emphasis is on city planning's history, current debates about city planning within the context of the history of the profession will also be engaged. Emphasis will be on U.S. and European city planning experience, although global practices will also be surveyed.

Equivalent Course(s): GEOG 24000, SOSC 26004, PBPL 26004, GEOG 26200

ENST 26005. Cities by Design. 100 Units.
This course examines the theory and practice of city design-how, throughout history, people have sought to mold and shape cities in pre-determined ways. The form of the city is the result of myriad factors, but in this course we will hone in on the purposeful act of designing cities according to normative thinking-ideas about how cities ought to be. Using examples from all time periods and places around the globe, we will examine how cities are purposefully designed and what impact those designs have had. Where and when has city design been successful, and where has it resulted in more harm than good?

Equivalent Course(s): SOSC 36004, SOSC 26004, PBPL 26004, GEOG 26200

ENST 26006. Sustainable Cities Lab. 100 Units.
The Sustainable Cities Lab will provide the opportunity to learn and utilize urban design tools while competing in a global sustainability competition to design green and thriving city neighborhoods that work to reduce greenhouse gas emissions, and improve quality of life for local communities. Students will apply their skills to create an entry for the Students Reinventing Cities competition (https://www.eireinventingcities.org/en/students/). The course will support student development of knowledge and skills related to this competition, focusing on applications of urban design and sustainable urbanism concepts and principles. Various workshops will be utilized for training in design tools, graphics, data visualization, and other methods necessary to create a winning entry. Basic knowledge of GIS or comparable skill in graphic design or illustration is required.

Equivalent Course(s): ARCH 26005, PBPL 26005, GEOG 26200

ENST 26008. Historic Preservation Studio. 100 Units.
This course is an introduction to the preservation of the built environment. What are the benefits of preserving historic resources? Students will conduct studies of historic buildings in Chicago, exploring their cultural significance and impact on neighborhoods, and applying preservation tools and methods to formulate policies to advance preservation goals. We will also debate preservation’s role in addressing climate change and its role in advancing social goals, such as maintaining neighborhood diversity. Through readings, archival research,
mapping, field visits, and interaction with professionals in the field, we will consider the possibilities of leveraging historic preservation to advance social, economic, and environmental goals.

Equivalent Course(s): GEOG 36008, CHST 26008, ARCH 26008

ENST 26070. Explorations of Mars. 100 Units.
Mars is more than a physical object located millions of miles from Earth. Through centuries of knowledge-making people have made the “Red Planet” into a place that looms large in cultural and scientific imagination. Mars is now the primary target for human exploration and colonization in the Solar System. How did this happen? What does this mean? What do we know about Mars, and what’s at stake when we make knowledge about it? Combining perspectives from the social sciences and humanities, this course investigates how knowledge about Mars is created and communicated in not only science and technology fields but across public culture. A major focus will be learning how Mars has been embedded within diverse social and political projects here on Earth. Through reading-inspired group discussions and instructor-led experiential research projects, the course will move from the earliest visual observations of Mars to recent robotic missions on the planet’s surface. In doing so, this seminar will critically grapple with evolving human efforts to make Mars usable. No prior knowledge of Mars is required.

Equivalent Course(s): HIST 35200, KNOW 36070, HIPS 26070

ENST 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.

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

ENST 26170. Why Do Animals Talk? Beastly Worlds in South Asian Literature. 100 Units.
Comprised of a diverse set of languages covering a disparate set of regions, South Asian literatures share a deep investment in the figure of the animal. Whether imagined through the genre of political advice, in narrative tellings of the past lives of the Buddha, or simply as characters in an expanded continuum of life, animals serve as important literary devices to reflect on human beings as well as autonomous subjects bound up with humans with their own distinct emotional and spiritual lives. Drawing particularly from the Sanskrit tradition among others, this course will introduce students to a broad survey of animal literature in South Asia alongside more recent scholarship in Animal Studies. By the end of the course, students can expect to have a myriad of answers to the question: why do animals talk?

Equivalent Course(s): RLST 26170, SALC 26170

ENST 26225. Ethnographic Methods: Triangulating Fieldwork, Interviews, and Data in a Global World. 100 Units.
Ethnography has always seen big issues in small places, illuminating the ways in which vast structures come to shape, and be shaped by, local dynamics and specific cases. Motivating students to move from the study of particular sites and objects towards the comprehension of global connections and conditions, this course emphasizes the empirical and inferential strengths of ethnographic methods. The course is both a reading and a research workshop. As a reading workshop, it enables students to read ethnography like ethnographers: identifying and learning from the inner workings of the research project at the heart of each ethnographic text. As a research workshop, the course progressively leads students to construct and implement a research project of their own. Students will methodically enact the physical techniques and analytic practices underlying ethnography. The course encourages and guides students in the construction of an ethnographic research project that operates across scales, connecting that which we can empirically observe at ground level with systems, structures, and currents that cross borders and constitute world orders. Examples of this include mapping international migration histories in a particular Chicago neighborhood; tracing the relations of ownership, trade, and use in the real estate of a given area of Chicago, or understanding the culture, organization, and funding of a Chicago-based non-governmental organization.

Equivalent Course(s): RLST 26170, SALC 26170

ENST 26255. Environmental Justice Field Research Project I. 100 Units.
This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies to design an environmentally based research project, collect data, conduct analyses, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the public policy studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University. PBPL 26255 and PBPL 26355 satisfy the Public Policy practicum Windows and Methods requirements.

Equivalent Course(s): PBPL 26255

ENST 26260. Environmental Justice in Principle and Practice. 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.

Equivalent Course(s): CHST 26259, CEGU 26260, PBPL 26260

ENST 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.

Equivalent Course(s): CEGU 26261, CHST 26261, PBPL 26261

ENST 26322. A History of Public Spaces in Mexico, 1520-2020. 100 Units.

Streets and plazas have been sites in which much of Mexican history has been fought, forged, and even performed. This course examines the history of public spaces in Mexico since the Spanish Conquest. By gauging the degree to which these sites were truly open to the public, it addresses questions of social exclusion, resistance, and adaptability. The course traces more than the role and evolution of built sites. It also considers the individuals and groups that helped to define these places. This allows us to read street vendors, prostitutes, students, rioters, and the "prole" as central historical actors. Through case studies and primary sources, we will examine palpable examples of how European colonization, various forms of state building, and more recent neoliberal reforms have transformed ordinary Mexicans and their public spaces.

Equivalent Course(s): HIST 26322, LACS 25322, ARCH 26322

ENST 26330. ReRooting: Cultivating the Ecology of Place. 100 Units.

At its core, "ReRooting: Cultivating the Ecology of Place" will unpack the conceptual underpinnings as well as the practical applications of urban ecological theory as applied to the interplay between humans, biological systems, and the abiotic environment. While the field of urban ecology shares many features with the biological science of ecology, it also emphasizes linkages across the social, economic, and physical sciences with the humanities. However, in order to disentangle the dynamic complexity of human-environment relations in cities as related to the interconnected urban biophysical, socio-economic, and political processes of urban systems, we will examine how concepts in natural science ecology, environmental studies, geography, urban planning, architecture, art and design, sociology, and public policies intersect. Additionally, we will use the Perry Ave Commons as 'living laboratories' and apply these theories and concepts to laboratory exercises, field observation, case studies, and research on contemporary urban sustainability initiatives.

Equivalent Course(s): GEOG 26330

ENST 26355. Environmental Justice Field Research Project II. 100 Units.

This two-quarter sequence will expose students to real-world policy-making questions and field-based research methodologies to design an environmentally based research project, collect data, conduct analysis, and present findings. In the first quarter, we will follow a robust methodological training program in collaboration with University partners to advance the foundations laid elsewhere in the public policy studies program. In the second quarter, this expertise in a full range of research methodologies will be put into practice to tackle public policy problems in the city and neighborhoods that surround the University. PBPL 26255 and PBPL 26355 satisfy the Public Policy practicum Windows and Methods requirements.

Equivalent Course(s): CHST 26355, PBPL 26355

ENST 26365. Environmental Justice in the Calumet. 100 Units.

As part of the Calumet Quarter, the Environmental Justice practicum will allow students to engage in research on an issue of environmental justice in the Calumet region. The class will partner with a local community organization to identify and study an environmental concern that disproportionately affects people of color in the area, by learning and implementing research methods in the pursuit of a final project that is presented to the community organization. Among the research methods to be employed will be key informant interviews and a general population survey. Students will be responsible for drafting and revising the survey instruments according to established survey research methods. Students will be expected to work collaboratively both with other students and members of the community in order to be maximally responsive to the needs of local residents.

Equivalent Course(s): HMRT 26365, CHST 26365, PBPL 26365

ENST 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.
ENST 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.
Equivalent Course(s): CEGU 26367

ENST 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.
Equivalent Course(s): CEGU 26368

ENST 26374. Ethnographic Methods in Chicago. 100 Units.
What can the neighborhoods and communities of Chicago teach us about the wider forces shaping our society-globalization, mass mediation, immigration, and nationalism? This class prepares students to conduct ethnographic fieldwork through practical experience at field sites around our campus and city. Our course readings and discussions will equip students with the anthropological theory and methodological tools necessary for successful fieldwork. Students will apply these concepts and methods by visiting a field site of their choosing in Chicago, for example, an RSO, an NGO, a religious community, a park, or a diner. The course culminates with student presentations of their ethnographic data-field notes, maps, interviews, photos-and their analysis of how the minutia of everyday life helps us understand Chicago’s global society. No prior knowledge of anthropological theory or experience with ethnographic fieldwork is required.
Equivalent Course(s): CHST 26374, GLST 26374

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

ENST 26383. Mapping Global Chicago: Immigration Law, Policy & Diaspora. 100 Units.
Mapping Global Chicago is an interdisciplinary research lab that undergraduates may take for course credit. In this lab, students work together to create public scholarship investigating the idea of the “global city” here in Chicago. This year, students will conduct research projects centered around immigration policies and laws, as well as the intersection of immigration with criminal justice. This course is in collaboration with Chicago Appleseed, a community driven nonprofit that advocates for fair, accessible, and anti-racist courts. In addition to working alongside Appleseed’s staff on immigration court reform projects, enrolled students will court-watch, interview people working in and impacted by the immigration and legal systems, and explore diverse research methods. Students will deliver their research findings to a live audience during a final presentation. Please direct any questions to Professor Callie Maidhof (cmaidhof@uchicago.edu) and Ethan Chen (ethanjchen@uchicago.edu). Applications for the course are due by Tuesday, 12/12/2023 (11:59 pm CT), and students will receive notification about their enrollment status around the second week of the winter quarter.
Equivalent Course(s): CHST 26383, LLSO 26383, PBPL 26383, GLST 26383

ENST 26388. Food Justice and Biodiversity in Latin America. 100 Units.
This course asks how the relationships between food production and consumption, economic justice, and biodiversity have changed over the last century in Latin America and the Caribbean. As a region known both for its ecological diversity and as a producer of tropical foods regularly consumed in the United States, plantation-style agriculture has often undermined its celebrated biodiversity. In centering the role of workers and consumers, this course considers the layered relationships- ecological, social, political, economic and cultural-between the production and consumption of food from Latin America and the Caribbean. In Autumn 2022, the course will also engage questions of food justice and biodiversity in the Chicagoland area and in particular among Latino/x com
Equivalent Course(s): GLST 26388, HIST 26323, LACS 26388

ENST 26405. Nineteenth Century Environmental Thought. 100 Units.
This course examines nineteenth-century Anglophone writing about nature and the environment in the context of our present situation of anthropogenic climate change and biodiversity collapse. If we now live in a world
where there is no longer such a thing as 'nature' untouched by humans, this is in part as a result of processes of industrialization that were set into motion in the nineteenth century. This course explores some of the ways in which nineteenth-century writers already understood the idea of a "natural environment" to be culturally made, and the forceful literary critiques of industrialization that the period produced. Particular attention will be given to English-language writers beyond Britain and the United States. Authors will include Thomas Hardy, Charles Dickens, Olive Schreiner, Toru Dutt, and Sarojini Naidu.

Equivalent Course(s): ENGL 26405

**ENST 26409. Revolution, Dictatorship, & Violence in Modern Latin America. 100 Units.**

This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico. Assignments: Weekly reading, a midterm exam or paper, a final paper, participation in discussion, and weekly responses or quizzes.

Equivalent Course(s): HIST 26409, LACS 26409, HIST 36409, DEMS 26409, LACS 36409, HMRT 26409

**ENST 26430. Biodiversity: Science, Politics, and Development. 100 Units.**

In the last 30 years, conservation has almost become synonymous with the term "biodiversity". The broadest aim of this course is to unpack this ecological concept and the practices it engenders from the perspective of political ecology - a perspective that seeks to "unravel the political forces at work in environmental access, management and transformation" (Robbins 2012:3). The idea is that through a critical understanding of the concept, we can arrive at a critical understanding of some of the key issues in global conservation and development today inasmuch as it takes biodiversity as its mantra. Drawing on literature from Conservation Biology, Anthropology, Geography, and Science Studies, we will begin by asking: what is the genealogy of this concept? What is the scientific/ecological rationale guiding biodiversity as a principle of conservation - how does it imagine its objects? And in doing so what are the historical, cultural and political assumptions or habits of thought it takes for granted? And what are the consequences of these elisions? In scrutinizing the pillars of this discourse - such as the concepts of "endemism" and "endangerment", the course will ask about the historicity of these conservation parameters and the consequences of their ahistorical acceptance and implementation. We will thus explore to how this discourse influences and is influenced by global and local power structures, especially with reference to indigenous communities as targets of conservation and development. Research drawn from various part of the world will help us understand the uptake of the concept in different scenarios and the local negotiations underway.

Equivalent Course(s): ANTH 22010

**ENST 26433. Practicum in Environmental Management. 100 Units.**

Students in this course will explore and evaluate aspects of environmental sustainability on campus, through scholarly research, interviews, surveys and data collection and analysis. Students will apply concepts and tools from environmental studies, public policy and economics to evaluate and make recommendations for enhancing the environmental performance of campus athletics operations and events. The research will be conducted in collaboration with the Office of Sustainability and Department of Physical Education and Athletics. Prerequisite: PBPL 200 or ECON 198 or equivalent

Equivalent Course(s): PBPL 26433

**ENST 26444. Practicum in Campus Athletics and Environment. 100 Units.**

The practicum course will engage students in economic and environmental research related to designing a system for waste diversion on campus. Students will develop hands-on experience by designing, implementing, measuring and reporting the impacts of a "zero-waste" campus athletics event. Students will explore different technologies and behavioral interventions for waste management, with a focus on reducing food waste at campus events. Students are expected to attend the zero-waste event on April 23-24th, 2017.

Equivalent Course(s): PBPL 26444

**ENST 26505. Non-Industrial Agriculture. 100 Units.**

Agriculture is, fundamentally, a human manipulation of the environment, a deliberately maintained successional state designed to serve human needs and desires. In this course, we use the history of non-industrial agriculture to think through some contemporary concerns about environmental change and the sources of our food-including topics such as genetically modified plants, fertilizers, sustainability, and invasive species. Beginning with the origins of agriculture in the early Holocene, we examine several forms of so-called "traditional" agriculture in the tropics and elsewhere, from swidden to intensive cropping. While the course is framed in terms of contemporary concerns, our focus is primarily historical and ethnographic, focusing on the experiences of agriculturalists over the last ten thousand years, including non-industrial farmers today. Students will be expected to produce and present a research paper.

Equivalent Course(s): ANTH 46505, ANTH 26505

**ENST 26511. Cities from Scratch: The History of Urban Latin America. 100 Units.**

Latin America is one of the world's most urbanized regions and its urban heritage long predates European conquest. Yet the region's urban experience has generally been understood through North Atlantic models,
which often treat Latin American cities as disjunctive, distorted knockoffs of idealized US or European cities. This class interrogates and expands those North Atlantic visions by emphasizing the history of vital urban issues such as informality, inequality, intimacy, race, gender, violence, plural regulatory regimes, the urban environment, and rights to the city. Interdisciplinary course materials include anthropology, sociology, history, fiction, film, photography, and journalism produced from the late nineteenth to the early twenty-first centuries. Equivalent Course(s): HIST 36511, HIST 26511, LACS 36510, CEGU 26511, LACS 26510, ARCH 26511

ENST 26530. Environment, Agriculture, and Food: Economic and Policy Analysis. 100 Units.
The connections between environment, agriculture, and food are inherent in our social, cultural, and economic networks. Land use, natural resource management, energy balances, and environmental impacts are all important components in the evolution of agricultural systems. Therefore it is important to develop ways in which to understand these connections in order to design effective agricultural programs and policies. This course is designed to provide students with guidance on the models and tools needed to conduct an economic research study on the intersecting topics of environment, agriculture, and food. Students learn how to develop original research ideas using a quantitative and applied economic policy analysis for professional and scholarly audiences. Students collect, synthesize, and analyze data using economic and statistical tools. Students provide outcomes and recommendations based on scholarly, objective, and policy relevant research rather than on advocacy or opinions, and produce a final professional-quality report for a workshop presentation and publication. This small seminar course is open by instructor consent to undergraduate and graduate students who meet the prerequisites. For consideration, please submit a one-page proposal of research to pge@uchicago.edu. Equivalent Course(s): ECON 26530, PBPL 26530, PPFA 32510

ENST 26624. Extractivism in Latin America. 100 Units.
From the elusive search for El Dorado to the growing transition to renewable energy, extractivism has defined and continues to produce effects on the everyday lives, economic possibilities, and political horizons of Latin Americans in different historic and geographic settings. This course critically explores the social and material worlds built around resource extraction in Latin America. By focusing on key episodes of 20th and 21st century energy development, the course will examine how extractivism has enabled and foreclosed certain configurations of political power, especially in relation to the state, (anti-)imperialism, the left, and indigenous social movements. We will also explore the rise of anti-extractivist struggles and critiques, with a particular emphasis on indigenous peoples' mobilization of human rights discourse. Course readings will be interdisciplinary (from anthropology and economics to history and film), drawing on cases from Venezuela, Paraguay, Brazil, Mexico, and Bolivia.
Equivalent Course(s): HMRT 26624, LACS 26624, ANTH 23024

ENST 26800. Geography Issues in Housing and Community Development. 100 Units.
Difference is inscribed in and shaped by the structure of urban space. Neighborhoods are assemblages of materials, practices, and meanings that express and characterize their inhabitants-their race, their culture, their language, and their incomes. This seminar explores the dynamics of difference within inner-city neighborhoods in the United States. Emphasis is placed on analyzing approaches to community development from the slum clearance efforts throughout the twentieth century to mixed-income housing and voucher dispersal efforts in more recent years. Students pursue research topics of their own choosing within the general framework. Chicago area field trip in collaboration with the Chicago Housing Authority required.
Equivalent Course(s): GEOG 36800, PBPL 26800

ENST 26801. The Global Urban. 100 Units.
This course was conceived with the aim of “globalizing” urban scholarship. To this end, we will highlight different urban trajectories and forms and different ways of being urban around the world. We will focus on urban experiences in the Global South and in Southeast Asia particularly. We will spend the first week of the course discussing how and why Southern cities are different. We will talk about their explosive growth in the twentieth century, the precarious nature of urban employment, informal settlement as a major urban form, the housing divide as a social structure distinct to such cities, class formation, economic and spatial restructuring under neoliberalism, and the nature of urban citizenship. We will spend the second week examining two very different cases: Manila and Phnom Penh. In the third week, we will focus exclusively on Hong Kong, and students will be tasked with conducting their own urban fieldwork.
Equivalent Course(s): GLST 26801

ENST 27002. Compiling and Mediating Environmental History. 100 Units.
How do audiovisual media archives inform both the research and presentation of environmental history? Social media posts, fiction film, photographs from geological surveys, and urban field recordings all index historical environmental conditions. Artists and scholars enlist such archives to reanimate lost and changed landscapes for contemporary audiences, raising historiographical questions about how research excavates, extracts, and assembles both image and sound. This course looks at a series of documentary films and online media projects that enlist media to narrate histories of socio-ecological interaction. These projects explore site-specific environmental crises as they were deliberately or inadvertently recorded by media, including the toxic legacies of U.S. Imperialism, the extraction economy of South African apartheid, or how Hollywood films unconsciously document the long-term impacts of climate change. Students will analyze these media objects alongside readings in media historiographical theory, environmental history, and documentary theory. The goal of this engagement
is to guide students toward a final project that employs both research and creative practice to compile a report about an environmental historical case study that utilizes a media archive to make the argument. This course shows how humanistic inquiry into documentary media and the material conditions of media production can inform the assembly and presentation of environmental historical knowledge.

Equivalent Course(s): KNOW 26072, IRHU 27002

ENST 27101. Sustainable Urbanism in Context. 100 Units.
Sustainable urbanism presents a great range of challenges at conceptual, practical, and spatial levels. But solutions to these challenges are only meaningful insofar as they can be implemented at local scales and in a context-appropriate manner. This hands-on seminar-studio takes students into the heart of the Calumet, a region with complex environmental, industrial, and urban histories. Students will learn to assess the conditions of the built environment, to identify needs, and, working in concert with local stakeholders, to propose design solutions to help reinvigorate a sense of place and restore a fragmented landscape.

Equivalent Course(s): GEOG 27101, PBPL 27101

ENST 27103. Planning for Land and Life. 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 this complex and richly textured industrial region faces in its transition to a more sustainable future.

Equivalent Course(s): PBPL 27103, GEOG 27103, ARCH 27103

ENST 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.

Equivalent Course(s): GISC 27110, CEGU 27110, CHST 27110

ENST 27111. 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. Main topics include map generalization, symbology, scale, visual variables, scales of measurement, 2D and 3D design, map animation and interaction, and web mapping. Students will work with open-source GIS software and web tools, culminating in a final project and peer critique.

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

ENST 27125. Voices of Alterity and the Languages of Immigration. 100 Units.
This course investigates the individual experience of immigration: how do immigrants recreate themselves in this alien world in which they seem to lose part of themselves? How do they find their voice and make a place for themselves in their adoptive homes? If in the new world the immigrant becomes a new person, what meanings are still carried in traditional values and culture? How do they remember their origins and record new experiences?

Equivalent Course(s): REES 29025, CMLT 27125, HIST 27710, PBPL 27125, ENGL 27125, CHST 29025

ENST 27150. Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region. 100 Units.
This course will use the Calumet region as a laboratory for evaluating the social, environmental, and economic effects of alternative forms of human settlement. Students will be introduced to the basics of geographic information systems (GIS) and use GIS to map the Calumet region’s “place types” - human habitats that vary along an urban-to-rural transect, as well as the ecosystem services provided by the types. They will then evaluate these place types using a range of social, economic and environmental criteria. In this way, students will evaluate the region’s potential to simultaneously realize economic potential, protect environmental health, and provide social connectivity.

ENST 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.

Equivalent Course(s): CHST 27155, BPR0 27155, PBPL 27156, CEGU 27155, GISC 27155
ENST 27200. The Calumet Experience. 100 Units.
This course is the field component of the Calumet Quarter. Throughout the quarter, students visit restoration sites, historical landmarks, industrial zones, and conservation zones throughout the Calumet region. In addition to day-long field trips, students are expected to attend weekly lunch sessions (lunch is provided) with professionals through the Calumet region and the Calumet Research Summit in April.

ENST 27210. Where We Come From: Methods & Materials in the Study of Immigration. 100 Units.
This course provides an interactive survey of methodologies that engage the experiences of immigrants in Chicago. Exploring practices ranging from history to fiction, activism to memorialization, this course will introduce students to a variety of the ways that immigrants and scholars have approached the Second City. Equivalent Course(s): HIST 27712, CHST 24417, REES 24417, PBPL 27210

ENST 27221. Sustainable Urbanism. 100 Units.
This course explores cutting-edge solutions to today’s interrelated challenges of decarbonizing the economy, reversing the obesity epidemic, and replacing sprawl. In addition to learning about the current state of sustainable urban planning and design, students will apply to the Calumet region a collection of future-forward urban design strategies to build prosperous and sustainable urban communities that can thrive for years to come. Topics include community organizing; public health, safety, and welfare; governance; neighborhood planning and design; stormwater management; density, and net-zero-energy building design. While not a studio class, there will be opportunities to practice spatial design drawing, community engagement tactics, and sustainability metrics.

ENST 27325. Urban Ecology in the Calumet Region. 100 Units.
This course will give students a foundation in the local ecology of the Calumet region. Students will use local research and habitats to understand fundamental concepts in ecology and explore some of these habitats during field trips with scientists and practitioners. As a class, we will examine the extent to which these fundamental ecological concepts are applicable in the urban ecology of the Calumet, and the role humans have had in modifying local habitats, as well as restoring natural and managing novel ecosystems. In 2022, the course focus will be on wetlands: their function ecologically, and their past, present, and future in the region. Equivalent Course(s): PBPL 27325, CHST 27325, GEOG 27325

ENST 27330. Spaces of Hope: The City and Its Immigrants. 100 Units.
The city is the site where people of all origins and classes mingle, however reluctantly and agonistically, to produce a common if perpetually changing and transitory life.” (David Harvey) This course will use the urban studies lens to explore the complex history of immigration to Chicago, with close attention to communities of East European origin. Drawing on anthropological theory and ethnographic materials, we will study the ways in which the city and its new citizens transform one another. Equivalent Course(s): PBPL 27330, CHST 21500, HIST 27713, REES 21500

ENST 27400. Epidemiology and Population Health. 100 Units.
Epidemiology is the basic science of public health. It is the study of how diseases are distributed across populations and how one designs population-based studies to learn about disease causes, with the object of identifying preventive strategies. Epidemiology is a quantitative field and draws on biostatistical methods. Historically, epidemiology’s roots were in the investigation of infectious disease outbreaks and epidemics. Since the mid-twentieth century, the scope of epidemiologic investigations has expanded to a fuller range non-infectious diseases and health problems. This course will introduce classic studies, study designs and analytic methods, with a focus on global health problems. Equivalent Course(s): HLTH 20910, PPHA 36410, PBHS 30910, STAT 22810

ENST 27450. Cities in Motion: the Architecture of Public Transit. 100 Units.
How do you get from A to B? Within and between today’s urbanized areas, that seemingly simple question has become one of the most fraught and intractable problems. This course seeks to address questions about public transit across scales, from pedestrian and bicycle infrastructure at the level of individual intersections and blocks up to regional train networks and beyond. Like other design studio courses, the class will be project-based, and will ask students to develop a wide understanding of existing systems, but also to learn through creative design projects that expand their sense of what’s possible. After working together to understand many existing transit solutions across different scales, to come with terms with and document Chicago’s transit landscape, and to dream speculatively about untested transit possibilities both low- and high-tech, students will focus on building a portfolio of creative suggestions for their respective “clients” (e.g., the University of Chicago, the 4th Ward Alderman). Alongside this project work, assigned readings and explorations around Chicago will immerse students in the culture and philosophy of moving people and things, across different moments past, present and future. Equivalent Course(s): CEGU 27450, ARTH 27450

ENST 27521-27522. Energy in World Civilizations I-II.
This two-quarter course sequence explores the historical roots of climate change and other global environmental problems by focusing on the social use of energy over time. Part I covers energy systems across the world from prehistory to the end of the nineteenth century. Part II investigates global energy systems from the early twentieth century to the present. The courses should be taken in chronological sequence. Taken together, they fulfill the general education requirement in civilization studies.
ENST 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.
Equivalent Course(s): HIPS 17521, HIST 17521, CEGU 27521

ENST 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.
Equivalent Course(s): HIST 17522, HIPS 17522, CEGU 27522

ENST 27534. The Aspirational City: Chicago's Multicultural Communities. 100 Units.
No city has meant more to the hopes and dreams of more divergent groups of Americans than Chicago. The Aspirational City: Chicago's Multicultural Communities will explore the histories of Chicago's various racial, ethnic and marginalized communities and the ways in which they have sought to fashion the destines of themselves, their communities, and the city of Chicago. The course is a weekly seminar open to both undergraduate and graduate students.
Equivalent Course(s): HIST 27308, CRES 27534

ENST 27700. Sensing the Anthropocene. 100 Units.
In this co-taught 3-week and in-person course between the departments of English (Jennifer Scappettone) and Visual Arts (Amber Ginsburg), we will deploy those 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 our classes entirely out of doors, we will move through the city seeking out and documenting traces of the city’s foundations in phenomena such as the colonization of the ancestral homelands of the Three Fires Confederacy and trade routes of many other indigenous groups; the filling in of swamps; the redirection of the river; and the creation of transportation and industrial infrastructure—all with uneven effects on human and nonhuman inhabitants. Coursework will combine readings in history and theory of the Anthropocene together with examples of how artists and activists have made the Anthropocene visible and audible, providing forums for experimental documentation and annotations as we draw, score, map, narrate, sing, curate and collate our sensory experience of the Anthropocene.
Equivalent Course(s): CHST 27200, CEGU 27700, ARTV 22322, BPRO 27200, ENGL 27700, ENGL 47700, ARCH 22322, ARTV 32322

ENST 27900. Climate Change in Media and Design. 100 Units.
If meteorological data and models show us that climate change is real, art and literature explore what it means for our collective human life. This is the premise of many recent films, novels, and artworks that ask how a changing climate will affect human society. In this course, we will examine the aesthetics of climate change across media, in order to understand how narrative, image, and even sound help us witness a planetary disaster that is often imperceptible. Rather than merely analyzing or theorizing various futures, this course will prepare students in hands-on methods of "speculative design" and "critical making." Each Tuesday, we will study how art and literature draw on the specific capacities of written and visual media to represent climate impacts, and how new humanities research is addressing climate change. Each Thursday, we will participate in short artistic exercises that explore futures of each area. These exercises include future object design, bodymapping and story circles, tabletop gameplay, and serious game design. Throughout the quarter, guest speakers from across the humanities, sciences, and social sciences will visit the class to speak about how their disciplines are working to understand and mitigate climate impacts. The most substantial work of the quarter will be an ambitious multimedia or transmedia project about one of the core course topics to be completed in a team.
Equivalent Course(s): CMST 27814, MAAD 21900, BPRO 27900, CEGU 27900, ENGL 27904

ENST 28210. Colonial Ecologies. 100 Units.
This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjuction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.
Equivalent Course(s): ANTH 48210, LACS 28210, LACS 48210, ANTH 28210

The global energy and climate challenge is one of the most important and urgent problems society faces. Progress 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.

Equivalent Course(s): ECON 26730, BPRO 29200, PPHA 39905, PBPL 29200

ENST 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.

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

ENST 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.

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

ENST 28722. Spatial 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.

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

ENST 28728. Climate Change and Society: Human Impacts, Adaptation, and Policy Solutions. 100 Units.
Time is running out to prevent the worst impacts of climate change. The next decade will be critical both for the transformation of society and learning to adapt to changes that cannot be avoided, and climate change will be a key part of everyday life. This class discusses how we face this global challenge. During the course, our focus will be on the impacts of climate change upon society, and the necessity of solutions that deal with the global scope, local scales, and often unequal nature of the impacts. This interdisciplinary course covers the tools and insights from economic analysis, environmental science, and statistics that inform our understanding of climate change impacts, the design of mitigation and adaptation policies, and the implementation of these policies. Students will develop a mastery of key conceptual ideas from multiple disciplines relevant for climate change and acquire tools for conducting analyses of climate impacts and policies. The latter parts of the course will hone students' ability to apply and communicate these insights through practical analysis of national policies and writing op-eds about climate-related issues. The goal is to help students from any background become informed and critically-minded practitioners of climate-informed policy making, able to communicate the urgency to any audience.

Equivalent Course(s): CEGU 28728, PBPL 28728

ENST 28800. Readings in Spatial Analysis. 100 Units.
This independent reading option is an opportunity to explore special topics in the exploration, visualization and statistical modeling of geospatial data.

Equivalent Course(s): GISC 28700, GISC 38700

ENST 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.

Equivalent Course(s): ARCH 28925, HLTH 28925, PBPL 28925
ENST 29890. Readings in Urban Planning and Design. 100 Units.
This independent reading option is an opportunity to explore contemporary debates and theoretical arguments involved in the planning and design of cities.
Equivalent Course(s): GEOG 38900, GEOG 28900

ENST 29000. Energy and Energy Policy. 100 Units.
This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.
Equivalent Course(s): PPHA 39201, PSMS 39000, CHSS 37502, BPRO 29000, PBPL 29000, ECON 26800

ENST 29155. From Chekhov to Chernobyl: Russian Literature of Environmental Catastrophe. 100 Units.
What is it that made the fact of anthropogenic climate change “unthinkable” in the 20th century, and what ideas might allow us to think past what Amitav Ghosh calls this “great derangement”? Environmental degradation and disaster provide a steady backdrop to the 20th century in Russia and the Soviet Union. With control over one sixth of the world’s land mass, the Russian and Soviet Empires exploited the seemingly inexhaustible natural resources of the country’s territory via industrialization, collectivization, forced migration and a vast system of prison camps and internal exile. While the Soviet regime promised mastery over nature, and Russian culture valorized the harmonization of humans with the natural world, environmental catastrophe, both sudden and cumulative, proved the folly of those dreams. Though the Soviet narrative of unflagging progress towards an industrialized utopia rendered these follies unmentionable, imaginative literature provides an indelible record of their costs. We will read works by authors who have grappled with this ongoing catastrophe and its implications for relations between human beings and the world. How might the cultural legacies of communism reframe some of the most vital questions for our shared planetary future? We will examine the ecological thinking of writers and filmmakers including Anton Chekhov, Vladimir Vernadsky, Andrey Platonov, Valentin Rasputin, Larisa Shepitko, Andrei Tarkovsky, and Svetlana Alexievich.
Equivalent Course(s): REES 29155, REES 39155

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

ENST 29211. Politics of Commemoration. 100 Units.
Most of the time we pass in front of the statues and monuments that inhabit our cities without noticing them. In recent years, however, they have become highly controversial. Through a series of case studies, we will analyze the conditions of creation of statues and monuments and what “work” they have done in the city. Equal attention will be paid to scholars’ efforts to address the question of what these commemorative works actually do. If they really become invisible why does the threat of their removal so often spark such intense controversy? We will use our three-hour block in a variety of ways, including short lectures, discussions, small group work, quick research tasks, and group and individual presentations.
Equivalent Course(s): ARCH 29421, CRES 29421, LLSO 29421, JWSC 29421, GLST 29526, HIST 29421

ENST 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.
Equivalent Course(s): CMSC 39520, CEGU 29520, BPRO 29520, CMSC 29520

ENST 29525. The Global Life of Things. 100 Units.
We are often told that the market has taken over all aspects of our social lives. The effects of this process can be seen in the financialization of the economy, the deregulation of labor, and the exploitation of natural resources.
Goods are produced on one side of the world and consumed in another. Even college students are seen as investments that accrue value. How did this happen? This course will examine the deep history of how so much of the world became commodities. Focussing primarily on the seventeenth to the nineteenth centuries, we will ask how work, time, land, money, and people were commodified. We will also consider how historians and anthropologists have told the history of global capitalism through particular commodities, including sugar, cotton, meat, grain and mushrooms. Readings will span western Europe, India, the Atlantic World, Chicago, and contemporary Japan. Periodically, we will reflect on how these histories bear on questions of labor, gender, and the environment in the present day.

Equivalent Course(s): GLST 29525, HIST 29525

ENST 29527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.
The late nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material "space" of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods.

Equivalent Course(s): GLST 29527, HIST 39527, EALC 39527, EALC 29527, HIST 29527

ENST 29539. Introduction to Public History. 100 Units.
What is public history? How is it practiced and who gets to practice it? This course introduces the history, theory, and practice of public history. By the end of this class students will know the origins of and current debates within the field. They will also learn how to do history beyond the academy and for the public. Organized thematically this class explores the big tent of public history from memorials and museums to textbooks and genealogy, and beyond to virtual reality and video games. Students will learn about public monuments, environmental public history, digital public history, and more, through academic and popular readings, practical examples, and site visits to public history institutions in Chicago. For their final project students become public historians themselves, pitching a public history project where they choose the historical topic, genre of public history, and intended audience.

Equivalent Course(s): HIST 29539

ENST 29700. Readings and Research: Humans and Built Environments. 100 Units.
This course is a reading and research course for independent study.

ENST 29701. Readings and Research: Humans and Natural Environments. 100 Units.
This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.

Equivalent Course(s): PBPL 29701

ENST 29703. Readings and Research: Humans and Natural Environments. 100 Units.
This course is a readings and research course for independent study in Environmental and Urban Studies.

ENST 29704. Readings and Research: Humans and Built Environments. 100 Units.
This course is a readings and research course for independent study in Environmental and Urban Studies.

ENST 29720. Reading and Research: Calumet. 100 Units.
The Program on the Global Environment will be hosting many interesting guest speakers during the Calumet Quarter, and this readings course will be dedicated primarily to the discussion of relevant articles written by the speakers. This will acquaint students with literature on a variety of topics ranging from food security to wetlands ecology to conservation theory. Students will be expected to discuss the articles, drawing on knowledge gained in the three core Calumet courses. Students will also attend the guest presentations and write short responses to the lectures.

ENST 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.

Equivalent Course(s): CEGU 29801

ENST 29802. BA Colloquium II. 100 Units.
This colloquium assists students in conceptualizing, researching, and writing their BA theses.

Equivalent Course(s): CEGU 29802
ENST 29900. B. A. Thesis (Reading and Research) 100 Units.
This is a reading and research course for independent study related to BA research and BA thesis preparation.