Urban and environmental issues are interconnected. Urbanization, climate change, 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 from 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 urbanism.

PROGRAM OF STUDY

The Environmental and Urban Studies program encourages interdisciplinary approaches to the complex interactions and intersections of urbanism, environment, and society by incorporating frameworks, theories, models, and methods from the humanities, social sciences, natural sciences, urban planning and design, and urban science. Students can choose to focus on either the Environmental Track or the Urban Track. A student interested in urban environmental topics can design a program of study through either track.

- **The Environmental Track** of the major emphasizes critical thinking and rigorous applications to the study of the environment through the social sciences and humanities. Central concepts to this track include human behavior and its relationship to the environment, moral and ethical dimensions of environmental preservation and conservation, the evolution of environmental discourse, communications, and media, and cultural and historical constructions of nature and the human. The track provides emphases in environmental economics and policy, law and politics, sustainable development, human ecology, environmental ethics and justice, and the social and humanistic study of climate change.

- **The Urban Track** of the major emphasizes perspectives on human interaction with the urban, built environment. The track encourages a spatial and place-based urban perspective, meaning that built form and environmental context provide the conceptual core through which the social, economic, and political understanding of urbanism is pursued. The track approaches the nature, dynamics, and human experience of cities by capitalizing on the growth of interest in urban design, urban planning, and emerging urban science.

Students in other fields of study may also complete a minor in Environmental and Urban Studies with an emphasis on one of these tracks. Requirements for the minor follow the description of the major.

Note: Students who matriculated before July 2016 and have questions about Environmental Studies courses that they have already taken should contact the program director of Environmental and Urban Studies, Sabina Shaikh (773.834.4405, sabina@uchicago.edu), to devise their program of study.

ENVIRONMENTAL AND URBAN STUDIES MAJOR REQUIREMENTS

Students in the Class of 2021 and beyond will follow the requirements for the Environmental and Urban Studies major, as described below. Students in the Class of 2020 may continue under the previous requirements appropriate to their chosen track, but they may also choose to complete the updated major requirements, provided that they fit within the student's graduation plan. The previous requirements may be found on the program website.

- Students in the major must complete thirteen courses.

Environmental and Urban Studies Core Sequence

Students are required to take the two-course core sequence in Environmental and Urban Studies: ENST 21201 Human Impact on the Global Environment and ENST 20150 Sustainable Urban Development. These courses provide an overview of contemporary environmental issues and the theoretical and empirical approaches used to understand and address them.

Quantitative Requirements

Students in both tracks of the major will take ENST 28702 Introduction to GIS and Spatial Analysis (or equivalent), which provides the conceptual and analytics tools for space-based approaches to environmental and urban study. The course is designed to incorporate applications from the social sciences and humanities. Other GIS courses may satisfy this requirement by petition. Students in the major also have a statistics requirement of STAT 22000 Statistical Methods and Applications or an equivalent course, approved by petition to the program director.
Summary of Requirements for All Majors
(13 total courses: 4 common courses, 8 in the chosen track, and BA Colloquium)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 20150</td>
<td>Sustainable Urban Development</td>
<td>100</td>
</tr>
<tr>
<td>ENST 28702</td>
<td>Introduction to GIS and Spatial Analysis</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications (or equivalent)</td>
<td>100</td>
</tr>
<tr>
<td>Eight Chosen Track Courses</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>ENST 29801</td>
<td>BA Colloquium I</td>
<td>100</td>
</tr>
</tbody>
</table>

Internship/field studies experience

Total Units 1300

Thematic Tracks in Environmental and Urban Studies

Environmental Track

Students in the Environmental Track will take ENST 21301 Making the Natural World: Foundations of Human Ecology, a course which considers the conceptual underpinnings of contemporary notions of ecology, environment, and balance through the examination of historical trajectories of anthropogenic landscape modification and human society.

The Environmental Track requires completion of three elective courses from an approved list of Environmental Track courses and one elective course from an approved list of Urban Track courses. There is significant overlap in the tracks and many approved courses will be counted towards either track.

Students in the Environmental Track will also complete an experiential learning, practicum, or studio course from an approved list or through petition to the program director. The remaining two courses required for the Environmental Track must come from an approved list of Environmental Science courses, which are focused on physical and natural sciences.

The list of approved courses can be found on the program’s website (https://environmentalstudies.uchicago.edu/courses-offered/). Please click here (https://docs.google.com/spreadsheets/d/1WDErGwY498DXKgzNihqfr-W95pGVpDG3_Mvr4VuLDCK/edit/?gid=0) for a full list of approved courses.

Environmental Track Requirements
(8 additional courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>Three Environmental Track elective courses from approved list*</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>One Urban Track elective course from approved list*</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>One experiential learning course from approved list*</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Two Environmental Science courses from approved list*</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

Internship/field studies experience

Total Units 800

* Must come from approved lists, found on the program’s website (http://environmentalstudies.uchicago.edu/courses-offered/).

Urban Track

Students in the Urban Track are required to take ENST 24600 Introduction to Urban Sciences, a course that provides a grand tour of conceptual frameworks, general phenomena, emerging data and policy applications that define a growing scientific integrated understanding of cities and urbanization.

The Urban Track requires completion of four elective courses from an approved list of Urban Track courses and one elective course from an approved list of Environmental Track courses. There is significant overlap in the tracks and many approved courses will be counted towards either track.

Students in the Urban Track will choose one elective course from an approved list of courses in urban social science. The Urban Track also requires the completion of an experiential learning, practicum, or studio course from an approved list or through petition to the program director.

The list of approved courses can be found on the program’s website (https://environmentalstudies.uchicago.edu/courses-offered/). Please click here (https://docs.google.com/spreadsheets/d/1WDErGwY498DXKgzNihqfr-W95pGVpDG3_Mvr4VuLDCK/edit/?gid=0) for a full list of approved courses.
Urban Track Requirements
(8 additional courses)

ENST 24600 Introduction to Urban Sciences 100
Four Urban Track elective courses from approved list* 400
One urban social science course from approved list* 100
One Environmental Track elective course from approved list* 100
One experiential learning course from approved list* 100
Internship/field studies experience

Total Units 800

* Must come from approved lists, found on the program’s website (http://environmentalstudies.uchicago.edu/courses-offered/).

BA Thesis

All students in the major are expected to develop significant independent research projects in close consultation with their preceptor and faculty adviser. In their third year, students must meet with an Environmental and Urban Studies preceptor by fourth week of Spring Quarter and submit a detailed topic page by eighth week of Spring Quarter. At this time, students are also required to secure a faculty adviser. The thesis adviser may be chosen from among the faculty teaching in Environmental and Urban Studies (http://environmentalstudies.uchicago.edu/people/?group=Faculty%20and%20Staff), members of the Program on Global Environment faculty advisory committee (https://environmentalstudies.uchicago.edu/faculty-advisory-committee/), or from relevant outside departments. An assigned preceptor will serve as a second reader on all theses. Where appropriate, outside scholars, scientists, or policy experts may be added as additional readers with the approval of the program director.

In their fourth year, students register for ENST 29801 BA Colloquium I (Autumn) or ENST 29802 BA Colloquium II (Winter), which are designed to teach research skills and more generally to aid the research and writing process. Students interested in dedicating more time to the BA process can register for both the Autumn and Winter sections. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate. Students who have a BA thesis requirement for another major may petition to the program director to count that program’s BA Colloquium towards their Environmental and Urban Studies requirement. Students wishing to build additional time for research or writing into their schedules may speak with their thesis adviser about potentially taking ENST 29900 B. A. Thesis (Reading and Research).

All students graduating in Spring Quarter are required to participate in the BA presentation session during reading period following Spring Quarter of the year they plan to graduate.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program director. Approval from both program directors is required. Students should consult with the directors by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by the directors, is available from the College adviser and on the program website. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student’s year of graduation.

Required BA Timeline

Third years:
• Attend third year BA meeting at the end of week 7 of Winter Quarter
• Meet with BA preceptor by the end of week 4 of Spring Quarter
• Submit BA Topic Form by the end of week 8 of Spring Quarter

Fourth years:
• Register for either ENST 29801 in Autumn Quarter or ENST 29802 in Winter Quarter
• Submit final BA thesis to preceptor and faculty adviser by the end of week 2 of Spring Quarter
• Submit bound copy of final thesis to the department by the end of week 7 of Spring Quarter
• Attend BA Thesis Poster Presentation during reading period of Spring Quarter

Forms can be found here (http://environmentalstudies.uchicago.edu/content/program-forms/).

Internship or Field Studies Program

In addition to course work, students will be required to participate in an approved internship or field studies program 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 or the program Student Advisory and Research Council, completion of the Chicago Studies Certificate Program, or other sustained
engagements relating to environmental and urban studies. Participation in recognized student organizations, while encouraged, does not count towards the internship requirement. Students must complete the internship evaluation form available on the program website before week 2 of Spring Quarter in the year they plan to graduate. See below for more on the Chicago Studies Certificate Program.

ADVISING
Application for admission to the Environmental and Urban Studies program should be made to the program preceptor, who explains requirements and arranges a preliminary program of study. Admission to the major or minor is complete when a program of study has been approved by the program director. This program of study, which the student formulates in consultation with both the program preceptor and the program director, should be in place by a student’s third year. The contact information for the current program preceptors is available on the program website at environmentalstudies.uchicago.edu (https://environmentalstudies.uchicago.edu/).

Environmental and Urban Studies majors and minors must submit the Intent to Graduate form no later than the first week of the quarter in which they intend to graduate. The form is available online (https://registrar.uchicago.edu/graduation/application-to-graduate/) and must be submitted electronically.

Students will need to formalize their declaration of the major on my.uchicago.edu (https://my.uchicago.edu/) and provide regular documentation of any program approvals from the department to their College adviser for the requisite processing.

GRADING
Students who are majoring or minoring in Environmental and Urban Studies must receive quality grades in courses taken to meet the requirements of the program.

HONORS
Eligibility for honors requires an overall GPA of 3.0 or higher, a GPA of 3.5 or higher in the courses taken to meet the requirements of the program, and a BA thesis that is judged to be a high pass by the faculty and preceptor readers.

MINOR PROGRAM IN ENVIRONMENTAL AND URBAN STUDIES
Students who are not Environmental and Urban Studies majors may complete a minor in Environmental and Urban Studies. Such a minor requires six courses be taken according to the following guidelines:

Tracks
- Environmental
- Urban

Requirements for Both Minor Tracks (2 courses)

<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 20150</td>
<td>Sustainable Urban Development</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

Additional Requirements for Minor Environmental Track (4 additional courses)

<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>Three courses in the Environmental Track*</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

Students who elect the minor program in Environmental and Urban Studies should meet with the program director before the end of 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 a form obtained from the 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.
Experiential Learning Opportunities

The Environmental and Urban Studies major offers experiential learning opportunities through practicum courses, 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, interdisciplinary study of Chicago and its region. For more information about these programs, please see the listing in this catalog (http://collegecatalog.uchicago.edu/thecollege/chicagostudies/) or visit chicagostudies.uchicago.edu (http://chicagostudies.uchicago.edu).

Chicago Studies Quarter

Each spring, a small cohort of students studies the culture, politics, and history of the city through a curriculum of three interrelated courses with a common theme through the Chicago Studies Quarter. Admission to the program is competitive. Courses are taught by Chicago specialists from a variety of disciplines and join classroom instruction with weekly excursions and co-curricular activities.

All courses in the Chicago Studies Quarter will have an Environmental and Urban Studies course number. They are also listed in all three tracks of the major and can therefore be taken to satisfy requirements either within or outside the student's primary track.

Chicago Studies Quarter: Calumet

Since 2012, the Calumet Quarter has offered a one-quarter, intensive, experience-based program focused on human land use in the Calumet Region just south and east of the city. As of 2017–18, it has merged with the Chicago Studies Quarter and is officially known as the Chicago Studies Quarter: Calumet. 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.

Chicago Studies Quarter: Calumet is offered every other year. The next offering will be in Spring Quarter 2022. Courses taken as part of this program can be used to satisfy requirements in all three tracks of the major.

Chicago Studies Certificate

The Chicago Studies Certificate, launched in 2017–18, is designed for students who wish to integrate their academic inquiry with positive impact in Chicago through sustained community engagement, urban scholarship, and creative expression. The certificate is overseen by the University Community Service Center in collaboration with the Environmental and Urban Studies program, which supervises the program's academic requirements.

Completion of the Chicago Studies Certificate will satisfy the internship/field study requirement for the Environmental and Urban Studies major.

ENVIRONMENTAL STUDIES COURSES

ENST 10050. Pathways in Urban Studies. 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 and design. Students will read from fundamental writings in urbanism and policy, and then hear directly from practitioners in the field - community organizers, social entrepreneurs, 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.
Terms Offered: Summer

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.
Terms Offered: Summer

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.
Instructor(s): Sneha Annavarapu Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors
Equivalent Course(s): GLST 22105, SOCI 28088, ARCH 22105, GNSE 12105
ENST 12300. Global Warming: Understanding the Forecast. 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; an overview of
the carbon cycle in its role as a global thermostat; 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. (L)
Instructor(s): D. MacAyeal Terms Offered: Not offered in 2020-21.
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): PHSC 13400, ENSC 13400, GEOS 13400
ENST 12402. Life Through a Genomic Lens. 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.
Instructor(s): A. Turkewitz, M. Nobrega Terms Offered: Winter
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS,
except by petition.
Equivalent Course(s): BIOS 11125
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.
Instructor(s): D. Abbot Terms Offered: Spring
Prerequisite(s): MATH 13100-MATH 13200
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.
Instructor(s): D. Abbot Terms Offered: Autumn Spring
Prerequisite(s): Some knowledge of chemistry or physics helpful.
Equivalent Course(s): GEOS 13410, ENSC 13410, PHSC 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.
Instructor(s): Margaret Andrews Terms Offered: Spring
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not
have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): HIST 16603, CLCV 24119, ANTH 26115, ARCH 16603
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.
Instructor(s): M. Garrido
Equivalent Course(s): ARCH 20104, GEOG 32700, GEOG 22700, SOCI 30104, SOSC 25100, SOCI 20104, CRES 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.
Instructor(s): Evan Carver
Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.
Equivalent Course(s): GLST 20150, ARCH 20150, PBPL 20150

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. For more information, contact Evan Carver (ehc@uchicago.edu).
Instructor(s): Evan Carver
Terms Offered: Autumn Spring
Equivalent Course(s): 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 cope with the present coronavirus/COVID-19 crisis as it is unfolding and to return to post-pandemic life more vibrant than ever.
Instructor(s): Evan Carver
Terms Offered: Autumn Spring
Equivalent Course(s): GEOG 20170, ARCH 20170, PBPL 20170, HLTH 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. Throughout the quarter we will engage intensely with a range of authors of place-based writing exploring various literary and journalistic techniques, narrative devices, rhetorical approaches and stylistic strategies.
Instructor(s): Evan Carver
Terms Offered: Autumn
Prerequisite(s): At least one ENST, GEOG, or ARCH course; or one PBPL, ARTH, ANTH, or SOCI course with an urban focus; or instructor permission. Please contact ehc@uchicago.edu with questions.
Equivalent Course(s): ARCH 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 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.

Instructor(s): Evan Carver Terms Offered: Winter
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, desertification, 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 led 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, exposure to major debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, being there/removal - this seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. By introducing students to participant observation and interviews in virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current pandemic we’re all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual ethnography.”
Terms Offered: Summer
Equivalent Course(s): SOSC 30224, SOCI 20515, ANTH 31432, SOSC 20224, GLST 26220, ANTH 21432

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.
Instructor(s): TBD Terms Offered: Winter
Prerequisite(s): It is recommended that students complete MATH 13100 and MATH 13200 (or higher) before taking this course.
Equivalent Course(s): EDSO 20250, PSYC 20250

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 civilization, 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.
Instructor(s): Seth Darling Terms Offered: Winter. Not offered in 2020-2021
Prerequisite(s): None
Equivalent Course(s): ANTH 22131, GLST 26807, HIPS 20301, MENG 20300, HIST 25426

ENST 20510. 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 software tools, including R and GeoDa.
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 contexts, 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.
Instructor(s): M. Andrews Terms Offered: Spring
Equivalent Course(s): CLCV 26618, ARCH 20805, ANCM 36618, HIST 20805, HIST 30805, CLAS 36618

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.
Instructor(s): David Barr Terms Offered: Spring
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.
Instructor(s): Alison Anastasio Terms Offered: Autumn
Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in any order.

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.
Instructor(s): Evan Carver Terms Offered: Autumn
Note(s): Not offered during the 2020-21 academic year.
Equivalent Course(s): GEOG 21221, PBPL 21220

ENST 21301. Making the Natural World: Foundations of Human Ecology. 100 Units.
Humans have “made” the natural world both conceptually, through the creation of various ideas about nature, ecosystem, organism, and ecology, and materially, through millennia of direct action in and on the landscape. In this course we will consider the conceptual underpinnings of contemporary Western notions of nature, environment, and balance, through the examination of specific historical trajectories of anthropogenic landscape modification and human society. Taking examples from current events we will evaluate the extent and character of human entanglement with the environment. ENST 21201 and 21301 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.
Instructor(s): Alison Anastasio Terms Offered: Winter
Equivalent Course(s): ANTH 21303

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, and a case study using visualizations of campus water data will be conducted by students in the course.

Instructor(s): Sabina Shaikh Terms Offered: Spring

Note(s): No prerequisites but the following courses are recommended prior to enrollment in ENST 21310: one economics course and ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020)

Equivalent Course(s): GLST 21310, LLSO 21310, ECON 16510, PBPL 21310

ENST 21404. Britain in the Age of Steam 1783-1914. 100 Units.

Britain in the Victorian era 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. Our historical investigation also serves a second purpose by helping us see our own fossil-fuel economy with fresh eyes through comparison with Victorian energy use. Assignments include short essays based on energy "field work" and explorations in material culture.

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

Equivalent Course(s): CHSS 31404, HIPS 21404, HIST 31404, HIST 21404, LLSO 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.

Instructor(s): Alison Anastasio Terms Offered: Autumn

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

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.

Instructor(s): Shaikh, Sabina Terms Offered: Autumn

Equivalent Course(s): GEOG 21710, PBPL 21700, GLST 21700

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.

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

Prerequisite(s): ECON 19800 or higher, or PBPL 20000

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

Equivalent Course(s): PBPL 21800, ECON 16520, LLSO 26201

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 the wild, the rural, and the urban all contribute to a better future for Planet Earth? (A)

Instructor(s): B. Schultz Terms Offered: Autumn

Note(s): Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. Please be patient with the flexible course organization! Some rescheduling may be necessary in order to accommodate guest speakers and the weather!
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. In 2019, we will focus on the confluence of history, culture, industry, nature, recreation, and the narratives that weave them together, on the South East Side of Chicago. In particular, we will be collaborating with the Chicago Park District and community stakeholders to research and develop interpretive materials for parks in the Calumet region, including Steelworkers Park and Big Marsh.
Instructor(s): Alison Anastasio Terms Offered: Spring. Every other spring
Equivalent Course(s): PHIL 22209, PLSC 22202, HMRT 22201

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.
Instructor(s): O. Cussen Terms Offered: Winter
Equivalent Course(s): LLSO 22310, HIPS 22310, HIST 22310

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 imaginations 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.
Instructor(s): Cathleen Chopra-McGowan Terms Offered: Winter
Equivalent Course(s): SALC 22330, JWSC 26030, RLST 22330

ENST 22425. The Ghosts of Hunger: Global Food Insecurities Past and Present. 100 Units.
Today, both sides of the political debate take aim at America’s dependency on external sources of food, labor, manufacturing and energy (resources that academics sometimes refer to as “ghost” acres, labor, etc.). The Global South, in short, plays a key role in fueling and sustaining the rapid, dramatic, and on-going domestic growth of so-called “industrialized” countries. As early as the 1960s, ecologists such as Georg Borgstrom warned about patterns of economic and population growth that drew beyond the limits of domestic ecology with the help of imports from land-rich developing nations. This course will explore the origins of the contemporary global food system, critique theoretical frameworks for understanding and justifying the current global agricultural commodities trade, and compare alternative visions of its future. Case studies will include the emergence of British imperial wheat-beef markets, the trans-Atlantic cotton trade through the Civil War, the westward migration of forest-based smelting, and the movements of American textile manufacturing and protein production to the global East and South. Theoretical frameworks will include core/periphery relationships; frontier expansion; the Malthusian and Smithian limits of self-sufficient and regionally specialized growth; and trade dependency theory.
Instructor(s): Amy Coombs Terms Offered: Winter

ENST 22611. Paris from ‘Les Misérables’ 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).
Instructor(s): C. Jones Terms Offered: Spring
Prerequisite(s): Students taking FREN 22620/32620 must read texts in French.
Equivalent Course(s): FREN 32620, HIST 22611, HIST 32611, 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, HIPS 22708, HIST 32708, HIST 22708, KNOW 32808, CHSS 32708

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 lawmaker (statutes, regulations, and court decisions) will be examined, with emphasis on reading and understanding primary sources such as court cases and the laws themselves. The course also analyzes the judicial selection process in order to understand the importance of how the individuals who decide cases that determine the shape of environmental law and regulations are chosen.
Instructor(s): R. Lodato Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing, or consent of instructor
Equivalent Course(s): PBPL 23100, LLSO 23100

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.
Instructor(s): T. Wootton Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and prior introductory course in ecology or consent of instructor.
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.
Instructor(s): E. Baldassarre Terms Offered: Winter
Note(s): Taught in Italian.
Equivalent Course(s): ARCH 23231, ITAL 23231, ARTH 23231

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. The course covers readings for the Sociology Ph.D. Prelim exam in political sociology.
Instructor(s): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in the social sciences
Equivalent Course(s): PBPL 23600, SOCI 30106, SOCI 20106

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?
Instructor(s): S. Fredericks Terms Offered: Winter
Equivalent Course(s): RLST 23505
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.

Instructor(s): Alison Anastasio Terms Offered: Winter
Equivalency Course(s): PBPL 23550

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.

Instructor(s): Teresa Montoya Terms Offered: Autumn. Autumn 2020
Equivalency Course(s): HLTH 23807, ANTH 23807, CRES 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 Sundarbans and the elephants of the Zambesi. (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.

Instructor(s): Suchismita Das Terms Offered: Winter. Winter 2021
Equivalency Course(s): CRES 23811, ANTH 23811

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.

Instructor(s): D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11000-11200 or equivalent, and prior calculus course
Equivalency Course(s): GEOS 33900, ENSC 23900, GEOS 23900

ENST 24020. The Place of the Intellectual: Civic Life in Italian Literature and Theory. 100 Units.

This course offers a survey of the notion of civic life in Italian literature and theory, from its beginning(s) to contemporary authors. The topic will be explored through some of the major representatives in Italian intellectual history, actively concerned with the life of the community at the urban, national and transnational level. From Dante to Petrarch, from Renaissance Civic Humanism to Machiavelli, from Vico to Gramsci, from Esposito to Agamben, the focus of the class will be on human sociability and on the forces that enhance or hinder the constitution of communities and collective life. Italy offers a privileged entry point into the issue of civic life due to its belated national unification and richness in local cultural varieties, traits that makes Italy unique in the European cultural and political landscape. Thematically, the class will look at the relationship between Church and Empire; at forms of communality beyond political institutions, such as friendship and family; at the imagination of ideal cities and utopias; at the effects of disruptive natural and human events on the making/unmaking of human sociability; at literature and popular culture in the constitution of regional and national identities.

Instructor(s): M. Muccione Terms Offered: Spring
Note(s): Taught in English.
Politics determines not only which particular faction holds power, but the parameters upon which contests for power are conducted. At present, the desirability of economic growth is the universal consensus principle that actors across the political spectrum and national borders agree upon despite their disagreement on the shape that this should take and the beneficiaries of it. This principle overrides any other consideration, including environmental protection and restoration, regardless of the political beliefs of the leader or party in question. This course undertakes a term-long discussion of how the assumptions and practices of politics, policy, and activism would be changed if the protection of the environment was the central organizing principle of the international system, with particular attention to theories that challenge conventional ways of organizing society, economics, and politics.

Instructor(s): R. Lodato Terms Offered: Spring
Equivalent Course(s): LLSO 24102, PBPL 24102

ENST 24106. Introduction to Environmental Ethics. 100 Units.
This course will examine answers to four questions that have been foundational to environmental ethics: Are religious traditions responsible for environmental crises? To what degree can religions address environmental crises? Does the natural world have intrinsic value in addition to instrumental value to humans, and does the type of value the world has imply anything about human responsibility? What point of view (anthropocentrism, biocentrism, theocentrism) should ground an environmental ethic? Since all four of the above questions are highly contested questions, we will examine a constellation of responses to each question. During the quarter we will read texts from a wide variety of religious and philosophical perspectives, though I note that the questions we are studying arose out of the western response to environmental crises and so often use that language. Some emphasis will be given to particularly influential texts, thinkers, and points of view in the scholarship of environmental ethics. As the questions above indicate, the course prioritizes theoretical issues in environmental ethics that can relate to many different applied subjects (e.g. energy, water, animals, climate change) rather than emphasizing these applied issues themselves. Taking this focus will give you the background necessary to work on such issues.

Instructor(s): Sarah Fredericks Terms Offered: Autumn
Equivalent Course(s): RLST 24106, PBPL 20702, KNOW 30702, KNOW 20702, RETH 30702, LLSO 24106

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.

Instructor(s): L. Joyner Terms Offered: Autumn
Note(s): Consent is required to enroll in this course. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.
Equivalent Course(s): ARCH 24190, ARTV 20210, ARTH 24190, AMER 24190, GEOG 24190

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.

Instructor(s): A. Schachman Terms Offered: Spring
Equivalent Course(s): ARTV 20206, GEOG 24196, ARCH 24196, ARTH 24196

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.

Instructor(s): A.L. Ahlers
Terms Offered: Autumn

Equivalent Course(s): EALC 24201, EALC 24201

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 Chinese cities over time, another primary concern of our course will be the place 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.

Instructor(s): D. Knorr
Terms Offered: Spring

Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

Equivalent Course(s): EALC 24214, GLST 24214, ARCH 24214, HIST 24214

ENST 24233. 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."

Instructor(s): Czarnecki, Natalja
Terms Offered: Winter

Equivalent Course(s): ANTH 25322, GLST 24233

ENST 24302. Early Modern China: An Age of Global Transformation, 1500-1800. 100 Units.

The period between 1500 and 1800 was pivotal in the emergence of the modern world. We tend to focus on Europe and the Americas when we think of the changes that occurred in this period. However, this was also an age of dramatic transformation for China in ways that were connected and/or similar to changes unfolding elsewhere. After reviewing how the legacy of the Mongol conquests shaped early modern Eurasia, we will examine a series of intertwined developments that were characteristic of not only China but also global experiences in this period: population growth, expanded commercial activity, silver imports from the Americas, and the adoption of "New World" crops, such as maize and sweet potatoes. We will then look at how new intellectual currents and major shifts in government policies responded to these new social and economic realities. We will examine two developments-print culture and colonialism-that play important roles in narratives of early modern European history but are no less applicable to Chinese history. Our course will end with a consideration of how the growth of the early modern period generated not only tremendous wealth but also considerable political and ecological challenges that modern actors would struggle to overcome. For the final project, students will design a museum exhibit that focuses on one aspect of China's early modern history and underscores the global interconnectedness of this period.

Instructor(s): D. Knorr
Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): EALC 14302, HIST 14302, GLST 24302

ENST 24340. Political Ecologies of Colonialism: Local and Global. 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.

Instructor(s): Raymond Hunter Terms Offered: Spring
Equivalent Course(s): GLST 24500, ANTH 28500

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 make 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.

Instructor(s): Alison Anastasio Terms Offered: Autumn
Note(s): Remote course with an expectation that students will be able to make multiple observations weekly in a ~2 block radius of their urban location. If students are in Chicago, some activities/assignments may take place outside (safely, with masks and physical distance) close to campus. Alternative assignments/methods of participation will be available to those who are not in Chicago. This course is intended to be complementary to ENST 23550 and does not require it as a prerequisite.
Equivalent Course(s): 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 institutions and the division of labor and knowledge as drivers of innovation and economic growth. The second part of the course will deal with issues of inequality, heterogeneity and (sustainable) growth in cities. We will explore how these features of cities present different realities and opportunities to different individuals and how these appear as spatially concentrated (dis)advantage that shape people’s life courses. We will show how issues of inequality also have consequences at more macroscopic levels and derive the general features of population and economic growth for systems of cities and nations.

Instructor(s): Luis Bettencourt Terms Offered: Autumn
Prerequisite(s): STAT 22000
Equivalent Course(s): GEOG 34600, SOCI 20285, PBPL 24605, GEOG 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.

Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered in even years.
Equivalent Course(s): ARCH 24660, GEOG 23500, GEOG 33500

ENST 24701. U.S. Environmental Policy. 100 Units.
Making environmental policy is a diverse and complex process. Environmental advocacy engages different governmental agencies, congressional committees, and courts, depending on the issue. This course examines how such differentiation has affected policy making over the last several decades.

Instructor(s): R. Lodato Terms Offered: Autumn
Equivalent Course(s): LLSO 24901, PBPL 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.

Instructor(s): E. Moyer

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

Note(s): See GEOS 24750/ENSC 21150.

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

ENST 24750. Humans in the Earth System. 100 Units.

Human activities now have global-scale impact on the Earth, affecting many major biogeochemical cycles. One third of the Earth’s surface is now used for production of food for humans, and CO2, the waste product of human energy use, now substantially affects the Earth’s radiative balance. This course provides a framework for understanding humanity as a component of Earth system science. The course covers the Earth’s energy flows and cycles of water, carbon, and nitrogen; their interactions; and the role that humans now play in modifying them. Both agriculture and energy technologies can be seen as appropriation of natural energy flows, and we cover the history over which human appropriations have become globally significant. The course merges geophysical and biological sciences and engineering, and includes lab sessions and field trips to agriculture, water management, and energy facilities to promote intuition. One year of university-level science is recommended.

Terms Offered: Spring

Equivalent Course(s): ENSC 21150, GEOS 24750, GEOS 34750

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.

Instructor(s): R. Lodato

Terms Offered: Course was not offered 2019-2020

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. The international community has recognized the efficacy of multi-national agreements as a method for comprehensive solutions to problems that were once dealt with on a nation-by-nation basis. This course will address such topics as the Montreal Protocol, climate change agreements, and the Law of the Sea treaty, as well as the efforts being undertaken by some leading nations to address present-time environmental challenges.

Instructor(s): R. Lodato

Terms Offered: Spring

Equivalent Course(s): PBPL 24776

ENST 24902. The Politics of Plant Life: Edens, Plots, and Ruins. 100 Units.

How do plant ecologies materialize conflicted and incommensurate political formations? How are political ideals, collectivities, or anxieties reflected in the matter and meaning of plant life across its many social guises (as food, magic, medicine, drugs, industrial commodities, mortal enemies, alien invaders, and more)? How might radical attention to the complexities of our lives with plants help us to formulate ethical and political possibilities in the wake of conflicted histories and in midst of uncertain planetary futures? This course explores possibilities for understanding political imaginaries through the lens of plant life. We will attend to the history of social and natural scientific understandings of plant life as these shaped foundational concepts in social and political theory (including concepts of culture, race, gender and sexuality, economy, and history). We will examine how the scientific, military, and commercial transformation of plant natures was central to political projects from 18th century imperialism to 21st century counter-insurgency; from World War to the "War on Drugs," from colonization to climate crisis. This seminar brings together historical sources, classical theoretical texts, and contemporary ethnographic projects with experimental and multi-media materials to explore the history of plant life’s entanglement with imagined political histories and futures--apocalyptic, utopian and revolutionary.”

Instructor(s): Amy McLachlan

Terms Offered: Spring

Equivalent Course(s): ANTH 23806, ANTH 33809, GLST 24901

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, manifests, 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, Bernardo Carvalho, Euclides da Cunha, Heitor
Dhalia, Ciro Guerra, Milton Hatoum, Susanna Hecht, Alexander von Humboldt, Davi Kopenawa, Ailton Krenak, Chico Mendes, Daniel Munduruku, Lúcia Sá, Silvino Santos, Candance Slater, Mario Vargas Llosa, Eduardo Viveiros de Castro, Video in the Villages, among others.

Instructor(s): V. Saramago
Terms Offered: Spring

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.
Terms Offered: TBD
Equivalent Course(s): SOCI 20294, SSAD 21100, LLSO 21100, PBPL 25006

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.
Instructor(s): F. Albritton Jonsson
Terms Offered: Winter
Equivalent Course(s): HIST 35014, CHSS 35014, HIST 25014, HIPS 25014

ENST 25114. Natural History and Empire, circa 1500-1800. 100 Units.
This course will examine natural history—broadly defined as a systematic, observational body of knowledge devoted to describing and understanding the physical world of plants, animals, natural environments, and (sometimes) people—in the context of European imperial expansion during the early modern era. Natural history was upended by the first European encounters with the New World. The encounter with these new lands exposed Europeans for the first time to unknown flora and fauna, which required acute empirical observation, collection, cataloguing, and circulation between periphery and metropole in order to understand their properties and determine their usefulness. As the Spanish, Portuguese, British, French, and Dutch competed with one another to establish overseas trade and military networks in the sixteenth, seventeenth, and eighteenth centuries, they also competed over and shared information on natural resources. The course will combine lecture and discussion and mix primary source readings on natural history in the early modern world with modern historical writings. Though the readings skew a bit toward Britain and the British Atlantic world, every effort has been made to include texts and topics from multiple European and colonial locales. Topics and themes will include early modern collecting cultures and cabinets of curiosities; Linnaeus and the origins of natural classification; and 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.
Terms Offered: TBD
Equivalent Course(s): SOCI 20294, SSAD 21100, LLSO 21100, PBPL 25006

ENST 25114. Natural History and Empire, circa 1500-1800. 100 Units.

ENST 25115. Francis Bacon’s Philosophy of Nature. 100 Units.
Historians of science have traditionally regarded Francis Bacon (1561-1626) as one of the most prominent seventeenth-century champions of induction, empiricism, and experimental methodology. While these are perhaps his most important contributions to natural philosophy, Bacon and his adherents also exerted a profound influence on Western notions of power over nature and of the possibilities of alteration, manipulation, and exploitation of the natural world. This course will examine some of Bacon’s principal works (“The New Organon”, “The Advancement of Learning”, “The New Atlantis”, and “The Great Instauration”) in order to first develop an understanding of Bacon’s philosophical positions and the changing landscape of natural philosophy in the seventeenth century. Then, we will examine the implications of Bacon’s philosophy from his lifetime to the present, focusing particularly on the rise of artisanal and craft knowledge; the emergence of civil institutions for cooperative knowledge making; utopian and cornucopian conceptions of the natural economy; science as the manipulation of nature; the competing and complementary notions of dominion over nature versus environmental stewardship; the practical uses of natural materials during European imperial expansion; the origins of industrialization and technological development; and his influence on modern science, politics, economics, and environmentalism.
Instructor(s): J. Niermeier-Dohoney
Terms Offered: Winter
ENST 25116. Utopia, Dystopia, and the Apocalypse in Western Culture. 100 Units.
This course will examine how Western society has asked and answered questions about potential futures throughout its history. We will look especially at ways in which these questions have been explored through utopian, dystopian, and apocalyptic scenarios within religious, scientific, and political cultures. These narratives have denoted moral righteousness, critiqued the hubris of science and industrialization, and advocated or denounced systems of governance and social organization. They also reveal historical assumptions about human nature, progress, and the relationship between rationality and irrationality. Topics will include Biblical apocalypticism and its influence in the medieval and modern worlds; medieval and early modern millenarianism or the active pursuit of the apocalypse; early modern utopianism and its influence on later utopian writing; modern economic prognostication; modern utopian and dystopian science fiction in literature, film, and television; nineteenth- and twentieth-century socialist and nationalist utopianism and totalitarianism; global catastrophic risks such as asteroid impacts, pandemics, climate change, ecological degradation, and nuclear war; and the increasing importance of science in "futurology" or "future studies," a burgeoning field in the postwar era.
Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring
Equivalent Course(s): RLST 25116, HIST 25116, HIPS 25116

ENST 25117. Natural History of Humans/Human History of Nature. 100 Units.
In this course we will think broadly about human history as a type of natural history and the recent history of nature as a part of the human narrative. Students will be introduced to the concept of "deep time," its discovery by geologists and biologists in the 18th and 19th centuries, and its impact on human history. Topics will include 16th- and 17th-century historiography and Biblical exegesis, geological theories of Hutton, Cuvier, and Lyell, and biological theories of Lamarck and Darwin. We will examine how modern sciences have affected historians' approaches. Topics will include how the structure and function of the brain affected kinship development, language acquisition, and social bonding; interpretations of "human nature" by theology, philosophy, anthropology, and psychology; massive time scales and intergenerational governing, justice, and ethics; and geography's role in shaping civilizational development. Finally, we will consider how the rising human impact over natural earth systems may change the way human and civilizational history will be studied going forward. Topics include anthropogenic changes to the biosphere through hunting and agriculture in the ancient world and the globalization of communicable diseases and invasive plant and animal species after 1492; the impact of climate change on modern civilization; the potential that humans are responsible for a new geological epoch; and what "history" looks like without humans.
Instructor(s): J. Niermeier-Dohoney Terms Offered: Spring
Equivalent Course(s): HIPS 25117, HIST 25117

ENST 25218. American Epidemics, Past and Present. 100 Units.
This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.
Instructor(s): C. Kindell Terms Offered: Winter
Equivalent Course(s): AMER 25218, GLST 25218, HLT 25218, CRES 25218, GNSE 25210, HIST 25218, HIPS 25218

ENST 25250. Global Disaster Ecologies: Interspecies Exposures and Immunities. 100 Units.
This class explores ecologies that thrive, transform, or collapse under severe anthropogenic pressures. Construing "ecology" and "disaster" broadly, it attends to human and nonhuman interdependencies in contexts at once different and related: (post)war landscapes, sites of modern agriculture and food production, and extreme weather events attributed to global climate change. The class asks: what social and ecological relations become possible, thinkable, and tenable when scientific and experiential facts of natural destruction meet optimistic ideologies of conservation, resilience, and climate finance? Interdisciplinary class readings will place special emphasis on honeybees' collapse and worldwide insect decline.
Instructor(s): Jasearevic, Larisa Terms Offered: Autumn
Equivalent Course(s): ANTH 24835, GLST 25250

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.

Instructor(s): Gonzalez, Ines Escolar Terms Offered: Spring
Equivalent Course(s): ANTH 23097, GLST 25320

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
has been at the forefront of this contentious conversation for the last two hundred years. In order to better
understand the relationship between advancing capitalism, labor politics, the workers' body, exploitation,
and resistance we will analyze the Haymarket Massacre, the Chicago Stockyards, and the African-American Pullman
Porters. To be sure, laborers built this city with broad shoulders, but also with a commitment to struggle and
solidarity that changed the social, political, and economic landscape of the United States and the world forever.
What about the confluence of labor and capital sparked these events? How does union organization work on
a pragmatic level as well in regards to ideological (re)formation? In what other ways can populations resist
oppression? How do class, race, capital, and labor intersect in society over time and why do those relationships
shift? What are the differences or similarities regarding labor issues between Chicago and other parts of the
world?

Instructor(s): K. Bryce Lowry Terms Offered: Spring. Spring 2021
Equivalent Course(s): ANTH 25422, HIST 28812

ENST 25460. Environmental Effects on Human Health. 100 Units.
Given the increasing human population in urban areas, the effects of urbanization and the urban environment on
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-led lectures and discussions
will connect biological, chemical, and physical exposures to their real effects on human communities.

Instructor(s): Alison Anastasio Terms Offered: Spring

ENST 25500. Biogeography. 100 Units.
This course examines factors governing the distribution and abundance of animals and plants. Topics include
patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and
conservation biology (e.g., design and effectiveness of nature reserves).

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology,
evolution, or earth history; or consent of instructor

Equivalent Course(s): EVOL 45500, GEOG 25500, GEOG 35500, BIOS 23406

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. 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.

Instructor(s): Sarah Fredericks Terms Offered: Autumn
Equivalent Course(s): KNOW 25704, RETH 35704, PBPL 25704, RLST 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.

Instructor(s): Sarah Fredericks Terms Offered: Spring
Equivalent Course(s): RLST 25703

100 Units.
Through news portals, podcasts, and other media, students will track recent journalistic work on the political,
economic, and other forms of social fallout from the COVID-19 pandemic. Ethnic and racial politics, class
ENST 26170. Why Do Animals Talk? Beastly Worlds in South Asian Literature. 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?

Instructor(s): Emily Talen Terms Offered: Autumn
Equivalent Course(s): GEOG 24300, PBPL 26003, SOSC 26003

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.

Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): HIST 38900, GEOG 36100, HIST 28900

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?

Instructor(s): Sarah Pierce Taylor Terms Offered: Spring
Equivalent Course(s): SALC 26170, RLST 26170

ENST 26225. Ethnographic Methods. 100 Units.

This is a course on how to do ethnographic research. While recent decades have seen scholars rightfully insist on the artistic and inherently personal quality of 'doing' and 'writing' ethnography, the course aims to illuminate the regulating structures of thought and practice underpinning every piece of original ethnographic work. The course is both a reading and a research workshop. As a reading workshop, it seeks to enable 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 emerging from their reading of ethnography. Throughout the course, we will grapple with the challenges facing an ethnographic researcher and identify the building blocks of an ethnographic project. In this effort, we will focus on the posing of a research question; the formulation of conceptual frameworks; constructing a statement of problem; actors and informants; the semiotics and pragmatics of interviewing; analysis of interactions qua participant-observer, and historical approaches in ethnography. Students will also experiment with forms of non-verbal visual representation.

Instructor(s): Gonzalez, Ines Escobar Terms Offered: Winter
Equivalent Course(s): GLST 26225

ENST 2635. The Craft of Research Design. 100 Units.
Research methodologies are the backbone of academic thinking and of sound arguing and yet they are too often taken for granted or unduly dismissed as mere technicalities. In the course of this class, the students will learn to discern intricacies of research design in exemplary pieces of scholarship. Students will also have a chance to develop essential elements of a research project designed in accordance with their own research interests. Aside from introducing students to examples of how some concrete research problems were investigate in the fields, in the libraries and archives, and on the Internet, the class readings focused on bodies, medicine, and health will help students conceptualize the most persistent research puzzle: human bodies and cultural subjectivities.

Instructor(s): Jasarevic, Larisa Terms Offered: Spring
Equivalent Course(s): GLST 26230

ENST 2644. Research Approaches to Global New Media. 100 Units.
The development of new media technology has prompted questions about and challenges to conceptions of power, knowledge, and subjectivity. In this course we will examine how different groups around the world use digital media in the construction of new identities, subcultures, virtual public spheres, and new forms of political participation. This course will equip students with methodological tools for studying new media, including discourse analysis, digital ethnography, and other interpretive methods. The goal of this course is not only to acquaint students with the theoretical and epistemological underpinnings of such methods, but to put them into practice through class exercises and a final multi-media research project.

Instructor(s): Mekawy, Yasmeen Terms Offered: Spring
Equivalent Course(s): GLST 26244, PLSC 26244

ENST 2655. 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.

Instructor(s): Lodato, R. Terms Offered: Autumn
Prerequisite(s): Students taking this course to meet the Public Policy practicum requirement must take both courses.
Equivalent Course(s): PBPL 26255

ENST 2675. Doing Fieldwork: Mobilizing Ethnography to Investigate a Radically Transforming Global World. 100 Units.
In the age of "post-truth" politics; of globally-scaled and mediated flows of information, bodies, and biological threats; of magnified uncertainties related to public safety, to conditions of geopolitical belonging, and to human rights themselves, how do we, as ethical researchers, approach emergent social issues in a radically transforming global world? In this course, students will explore the investigative and critical potentials of qualitative research, with a focus on ethnographic fieldwork and discursive analysis. How do we recognize, collect, and make sense of fieldwork data, when our questions deal with seemingly intangible concepts? What does "home" mean, for immigrant and diasporic communities and what do concepts like "place," "space," and memory have to do with it? How do people in urban contexts, especially those who rely on mass transit, service and gig economy workers, and first responders in cities like Chicago manage daily life in conditions of existential, biological, and extreme economic threat in the age of COVID-19? How do we "know" experiential categories like anxiety when we see them, and how do we, as ethical researchers, find answers to questions in our ethnographic materials without imposing our own conceptual constructs on them? In this collaborative forum, students will practice, share, and critically engage with ethnographic methods, including participant observation, documentation, interviewing, historical research, and discourse analysis.

Instructor(s): Czarnecki, Natalja Terms Offered: Winter
Equivalent Course(s): GLST 26275

ENST 2632. 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.

Instructor(s): C. Rocha Terms Offered: Spring
Equivalent Course(s): LACS 26320, HIST 26320, ARCH 26320

**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.

Instructor(s): Lodato, R. Terms Offered: Winter
Prerequisite(s): Students taking this course to meet the Public Policy practicum requirement must take both courses.
Equivalent Course(s): PBPL 26355

**ENST 26382. Development and Environment in Latin America. 100 Units.**
This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century, to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? In what ways has the modern impetus for development, beginning in the nineteenth century and reaching its current intensity in the mid-twentieth, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, to what extent does the notion of development help us explain the historical relationship between humans and the environment?

Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): GEOG 26382, HIST 26317, HIPS 26382, HIST 26317, ANTH 23094, LACS 36382, LACS 26382

**ENST 26500. Environmental Economics. 100 Units.**
This course applies theoretical and empirical economic tools to environmental issues. We discuss broad concepts such as externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to areas that include nonrenewable resources, air and water pollution, solid waste management, and hazardous substances. We emphasize analyzing the optimal role for public policy.

Instructor(s): S. Shaikh
Prerequisite(s): ECON 20100
Equivalent Course(s): PBPL 32631, ECON 26500

**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. And yet the region’s cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America’s historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression. Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.

Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some knowledge of Latin America or urban studies helpful.
Equivalent Course(s): LACS 36510, HIST 26511, HIST 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.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): PBPL 26530, PPHA 32510, ECON 26530

ENST 26531. Environment, Agriculture, and Food: Advanced Economic and Policy Analysis. 100 Units.
This course is an extension of ENST 26530 but also stands alone as a complete course itself. Students don’t need to take ENST 26530 to enroll in this course. 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.

Instructor(s): S. Shaikh Terms Offered: Spring
Prerequisite(s): ECON 20000 or ECON 20100 or PBPL 20000 or PBPL 22200 (or equivalent), STAT 22000 or STAT 23400 or PBPL 26400 (or equivalent); for ECON Enrollment: ECON 20000 and ECON 20100, STAT 23400
Equivalent Course(s): PBPL 26531, PPHA 32520, ECON 26540

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.

Instructor(s): Marco Garrido Terms Offered: Summer
Equivalent Course(s): GLST 26801

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.

Instructor(s): Evan Carver Terms Offered: Spring
Prerequisite(s): Acceptance is based on enrollment in the Chicago Studies Quarter: Calumet in Spring 2020.
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 and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.

Instructor(s): Mark Bouman Terms Offered: Spring
Equivalent Course(s): GEOG 27103, ARCH 27103, PBPL 27103

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?

Instructor(s): Angelina Iliev Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Equivalent Course(s): ENGL 27125, PBPL 27125, CMLT 27125, HIST 27710, REES 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.

Terms Offered: Spring
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.
Instructor(s): Sabina Shaikh and Emily Talen
Terms Offered: Autumn
Prerequisite(s): Third or fourth-year standing
Note(s): Students who have taken ENST 27150: Urban Design with Nature: Assessing Social and Natural Realms in the Calumet Region in the Spring of 2018 may not enroll in this course.
Equivalent Course(s): PBPL 27156, BPRO 27155, GEOG 27155

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.
Instructor(s): William Nickell
Terms Offered: Spring.
Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Equivalent Course(s): PBPL 27210, REES 24417, HIST 27712

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.
Instructor(s): Doug Farr
Terms Offered: TBD
Prerequisite(s): Enrollment is based on acceptance into the Calumet Quarter Program.
Note(s): Calumet Quarter course for 17-18 AY. Not offered 18-19 or 19-20.

ENST 27325. Urban Ecology in the Calumet Region. 100 Units.
This course will give students a strong foundation in the local ecology of the Calumet. Students will use local research and habitats to understand fundamental concepts in ecology and the scientific method. Students will explore some of these habitats during field trips with scientists and practitioners. The course focus will be on urban ecology in the region, whether these fundamental ecological concepts are applicable, what other factors need to be considered in the urban ecosystem, and the role humans have in restoring natural and managing novel ecosystems, among other topics.
Instructor(s): Alison Anastasio
Terms Offered: Spring
Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter: Calumet program for Spring 2020.
Equivalent Course(s): PBPL 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.
Instructor(s): Nada Petkovic
Terms Offered: Spring. Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Note(s): Enrollment is based on acceptance into the Chicago Studies Quarter Program.
Equivalent Course(s): HIST 27713, PBPL 27330, REES 21500

ENST 27400. Epidemiology and Population Health. 100 Units.
This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.
Instructor(s): D. Lauderdale
Terms Offered: Autumn
Prerequisite(s): STAT 22000 or other introductory statistics highly desirable. For BIOS students-completion of the first three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): STAT 22810, PBHS 30910, HLTH 20910, PPHA 36410
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 destinies of themselves, their communities, and the city of Chicago. The course is a weekly seminar open to both undergraduate and graduate students.
Terms Offered: Spring
Equivalent Course(s): HIST 27308, CRES 27534

ENST 28601. Ideas of Nature I. 100 Units.
Nature is, and has been, a fundamental category in human thought. Yet Arthur Lovejoy (1935) enumerated sixty-six senses in which the word had been used in European literature and philosophy. We examine the roles that the (nominally continuous) category of "nature" played in sources such as ancient religious texts, Greek and Roman philosophical writings, and medieval poetry and theology.
Instructor(s): A. Gugliotta Terms Offered: Spring
Prerequisite(s): ECON 20900, 21000, or 26500; or ENST 26500
Note(s): ENST 28601 and 28602 may be taken individually in any order. This course is offered in alternate years.
Equivalent Course(s): HIPS 29001, MDVL 28601

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.
Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21
Equivalent Course(s): SOCI 20283, GEOG 38702, SOCI 30283, GEOG 28702, ARCH 28702

ENST 28728. Climate Change and Society: Human Impacts, Adaptation, and Policy Solutions. 100 Units.
Anthropogenic climate change is one of the most difficult challenges faced by modern society. A revolution in socioeconomic and environmental data, along with new and old insights from economics, can inform 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 environmental economics relevant for climate change and acquire tools, both theoretical and empirical, for conducting analyses of climate impacts and policies. The latter part of the course will hone students’ ability in applying these insights and tools through policy debates and presentations. The goal is to help students become informed and critically-minded practitioners of evidence-based, climate-informed policy making.
Instructor(s): Jina, A. Terms Offered: Winter
Prerequisite(s): PBPL 20000 or ECON 20000 or consent of instructor
Equivalent Course(s): 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.
Instructor(s): K. Credit and M. Kolak Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.
Note(s): By permission of instructor only.
Equivalent Course(s): GEOG 28700, GEOG 38700

ENST 28900. Environmental and Science Policy. 100 Units.
With a strong emphasis on the fundamental physics and chemistry of the environment, this course is aimed at students interested in assessing the scientific repercussions of various policies on the environment. The primary goal of the class is to assess how scientific information, the economics of scientific research, and the politics of science interact with and influence public policy development and implementation.
Instructor(s): D. Coursey Terms Offered: TBD
Equivalent Course(s): PBPL 28900

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.

Terms Offered: Spring
Equivalent Course(s): HLTH 28925, ARCH 28925, PBPL 28925

ENST 29800. 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.
Instructor(s): E. Talen Terms Offered: Autumn Spring Winter. Students are required to submit the College Reading and Research Course Form. Available for either quality grades or for P/F grading.
Note(s): By permission of instructor only.
Equivalent Course(s): GEOG 38900, GEOG 28900

ENST 29421. Politics of Commemoration. 100 Units.
Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars' efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.
Instructor(s): L. Auslander Terms Offered: Spring
Equivalent Course(s): CRES 39421, HIST 29421, CRES 29421, ARCH 29421, HIST 39421, JWSC 29421, GLST 29526, LLSO 29421

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.
Instructor(s): O. Cussen Terms Offered: Spring
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. Assignments: Discussion posts, homework (mapping), and a final research project.
Instructor(s): S. Burns Terms Offered: Autumn
Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.
Equivalent Course(s): GLST 29527, EALC 29527, HIST 29527, HIST 39527, EALC 39527
**ENST 29700. Reading and Research. 100 Units.**
This course is a reading and research course for independent study not related to BA research or BA paper preparation. Prerequisite(s): Consent of faculty supervisor and program director Note(s): Students are required to submit the College Reading and Research Course Form. This course may be counted as one of the electives required for the major.
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of faculty supervisor and program director
Note(s): Students are required to submit the College Reading and Research Course Form. This course may be counted as one of the electives required for the major.

**ENST 29701. Readings and Research: Working Group in Environment, Agriculture, and Food (EAF) 100 Units.**
This course consists of participation in the Environment, Agriculture, and Food Group in a role assigned by the instructor.
Instructor(s): S. Shaikh Terms Offered: Winter
Prerequisite(s): Registration by instructor consent only
Note(s): Please email Sabina Shaikh at sabina@uchicago.edu.
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.
Instructor(s): Sabina Shaikh Terms Offered: Winter
Note(s): Enrollment by instructor consent only

**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.
Instructor(s): Sabina Shaikh Terms Offered: Spring
Note(s): Enrollment by instructor consent only

**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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.

**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.
Instructor(s): Graduate preceptor Terms Offered: Autumn
Prerequisite(s): Students must have an approved topic proposal and a faculty reader
Note(s): Required of students with fourth-year standing who are majoring in Environmental and Urban Studies.
Equivalent Course(s): GEOG 29801

**ENST 29802. BA Colloquium II. 100 Units.**
This colloquium assists students in conceptualizing, researching, and writing their BA theses.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Open only to students with fourth-year standing who are majoring in Environmental Studies

**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.
Instructor(s): Staff Terms Offered: Winter, Spring
Prerequisite(s): Consent of instructor and program director
Note(s): Students are required to submit the College Reading and Research Course Form.