ARCHITECTURAL STUDIES

Department Website: https://arthistory.uchicago.edu/undergraduate/architectural-studies

MINOR IN ARCHITECTURAL STUDIES

The minor in architectural studies combines course work in art history, which equips students to analyze the form and changing history of the built environment in diverse cultures, places, and times, with up to four courses on architectural or urban topics offered in any department. Thus the minor enables students to enrich art historical analysis with methods from other disciplines. A student might choose to minor in architectural studies because the student is interested in the built environment—the inescapable setting of our lives—from a liberal arts perspective or because the student is considering applying to architecture school. The minor could represent an interest distinct from the student’s major or it could complement a major in the social sciences or humanities by exploring the material setting of history and social life or the context for works of literature, film, music, or drama. It could equally complement a major in the sciences, such as medical fields, ecology, geology, physics, or mathematics.

Prospective minors need to meet with the Department of Art History’s Director of Undergraduate Studies sometime before the end of the third year to discuss their interests and course plans, and to obtain advice and approval. Together the student and the Director of Undergraduate Studies will fill out the Consent to Complete a Minor Program (https://humanities-web.s3-us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form listing the intended courses, which the Director of Undergraduate Studies signs. After submitting the form, students may still change their choice of courses, with the approval of the Director of Undergraduate Studies. The student should submit the completed, signed version to the College adviser before the end of the third year. As students complete the minor, they and the Director of Undergraduate Studies will track their progress, including any changes to their initial plan, on the Architectural Studies Minor Worksheet (https://arthistory.uchicago.edu/undergraduate/architectural-studies/), available for download on the Art History website.

Requirements

The minor in architectural studies requires a total of six courses at the 20000-level chosen in consultation with the Director of Undergraduate Studies, all of which must either focus on the built environment or permit the student to devote the assignments or papers to the built environment. A minimum of two courses must be in the Department of Art History. The additional four courses may be taken in Art History or in other departments or programs. Some of the programs that may offer relevant courses are Geographical Sciences, Visual Arts, History, English Language and Literature, Anthropology, and Environmental and Urban Studies.

Lists of past and current courses that have already been approved for program credit are posted on the departmental website (https://arthistory.uchicago.edu/undergraduate/architectural-studies/) for the architectural studies minor. To be approved for program credit, courses should meet these criteria: (1) the subject matter should include some attention to buildings and/or the arrangement of buildings and landscape elements in space; (2) the assignments must allow the student to study the built environment. If you have questions, please contact the Architectural Studies faculty advisor, including the course description and, if possible, the syllabus.

In one of the courses, students must also write one research paper of about 10 to 15 pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of the quarter. A research paper can be:

- a paper written to fulfill a course assignment,
- the extension of a shorter course paper (either during the course or after its completion) to meet the page requirement, or
- a new paper on a topic chosen in consultation with the instructor.

The paper should include an analysis of existing scholarship and other relevant source materials. The paper should also draw on that scholarship and evidence to shape and support a thesis or argument of the student’s own devising. Formal analyses of works of art and analytic papers on materials assembled by the instructor do not qualify. On completion of a research paper, students must submit an approval form, signed by the course instructor, to the Director of Undergraduate Studies. It is the student’s responsibility to obtain this signature and to submit the form. Approval forms are available on the Art History website (https://arthistory.uchicago.edu/undergraduate/architectural-studies/).

Minors are strongly encouraged to take ARCH 20000 Understanding the Built Environment when available. Minors may elect to take ARTH 29600 Junior Seminar: Doing Art History, for which they would research and write an essay on a topic of their choice instead of preparing an honors paper proposal. This option is particularly suitable for minors interested in doing graduate work in architectural history.

Graduate seminars at the 40000-level may count toward requirements. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.
Courses in the minor may not be double counted with the student’s major(s) or with other minors. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Summary of Requirements for the Minor in Architectural Studies

Two (2) courses at the 20000-level in ARTH focusing on the built environment 200
Four (4) courses at the 20000-level in ARTH or other programs focusing on the built environment 400
One (1) 10-to-15-page research paper written for one of the six courses in the minor 200

Total Units 600

* One of the courses may be ARTH 29600 Junior Seminar: Doing Art History. Students in the minor would research and write an essay on a topic of their choice instead of preparing an honors paper proposal.

The following faculty members in art history specialize in architectural history: Niall Atkinson, Wei-Cheng Lin, and Katherine Fischer Taylor. Many other faculty members in art history have an interest in the built environment and will support students writing papers on architecture; students are welcome to ask their instructors.

For more information about the minor in architectural studies, please contact the Director of Undergraduate Studies in Art History at arth-du@lists.uchicago.edu. Information about architecture-related programs (https://arthistory.uchicago.edu/index.php/undergraduate-architectural-studies/uchicago-and-chicago-resources/), events (https://arthistory.uchicago.edu/undergraduate/architectural-studies/related-events/), and resources (https://arthistory.uchicago.edu/undergraduate/architectural-studies/additional-resources/) is available on the Art History website. Students are also invited to join the architecture listserv for new events and announcements; contact the department assistant to be added.

ARCHITECTURAL STUDIES COURSES

ARCH 11800. Physics and Contemporary Architecture. 100 Units.

Architectural structures form the built environment around us and in many ways create the backbone of our civilization. They push the limits of form and function on the largest human scales, often leading to iconic masterpieces that symbolize the aesthetics as well as the technical achievements of a period. Many architectural advances have been made possible by breakthroughs in the science of materials, which then led to innovation in construction and fabrication techniques. This course will introduce the physics principles that have enabled some of the most innovative architecture of our time. This course will take key ideas and tools from physics and demonstrate their power and relevance in a broader context familiar from everyday experience. The course will challenge students to recognize physics concepts in the built structures that make up the urban environment we live in. Chicago is a most appropriate place for this study; it was the birthplace of the first skyscraper, and ever since it has played an internationally celebrated role in pushing the limits of the architectural state of the art.

A long succession of renowned Chicago architects and structural engineers has turned this city into a premier laboratory for architectural innovation. Against this backdrop, the course will show how science, and physics in particular, delivers the conceptual foundations that drive current directions in architecture and open up new opportunities.

Instructor(s): Heinrich M. Jaeger; Sidney Nagel Terms Offered: Spring

Prerequisite(s): Some exposure to high-school physics is recommended.

Note(s): The course will consist of two lectures per week plus a weekly hands-on workshop (lab) component.

The Monday lectures will introduce the physics principles to be explored that week. The Thursday lectures will be delivered by distinguished guest speakers, including renowned architects and engineers. These lectures will be public lectures. They will relate to the physics principle introduced that Monday and explore its ramification within the broader context of contemporary architectural practice. The Thursday afternoon workshop component will involve team-based, hands-on construction projects to develop a better understanding and intuition of the physics principles introduced in the lectures and to obtain a sense of their real-life implications. The workshops will also provide an opportunity to interact with the guest lecturers. Attendance at Thursday lectures is required. This course meets the general education requirement in the physical sciences and may be paired with PHSC 11600, 11700, 12600, or 13400 in order to complete the requirement. This course can be taken for credit towards either the general education requirement in the physical sciences or the Architectural Studies minor, but not both. Students intending to receive physical sciences general education credit should register for PHSC 11800; students intending to receive credit towards the Architectural Studies Minor should register for ARCH 11800.

Equivalent Course(s): PHSC 11800

ARCH 16010. Mesoamerican Architecture. 100 Units.

This course will examine the range of architectural expression in Mexico, Guatemala, Honduras, and Belize from 1500 BCE to 1600 CE. Using a relatively simple vocabulary of elements (house, pyramid, plaza, ballcourt, and road), each Mesoamerican city constructed a distinctive visual identity, exquisitely attuned to the surrounding environment. Moving city by city over time, we will look closely at individual buildings as well as the spatial relationships between structures. At the end of this course, students will have honed their ability to analyze architectural space and its representations, and to write cogently about what they see.

Instructor(s): C. Brittenham Terms Offered: Autumn
Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.
Equivalent Course(s): ARTH 16010, LACS 16010

ARCH 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): ANTH 26115, ENST 16603, CLCV 24119, HIST 16603

ARCH 17002. Drawing and the Making of Architecture. 100 Units.
This course focuses on the practice of drawing in the making of architecture. It explores the act of tracing lines on a surface as the foundation of design, a word that evokes through its own origins the very moment of architectural invention. As the most direct expression of the architect's ideas and an operative form of 'non-verbal thinking,' the physical response of the hand to media contributes crucially to the creative process. This studio course will offer an unmediated encounter with drawing techniques: we will test different supports—from parchment to screen, end especially paper—and different tools—natural chalks, antique and modern inks, industrial pencils, as well as keyboards and tablets—in order to understand the interaction, throughout history, between materials and design practice. Parallel to this, we will discuss a wide range of readings critically, thus reconstructing the evolving theory of representation in architectural writings and the relevance of graphic expression to both theorists and practitioners. Ultimately, the course will allow students to penetrate norms and conventions of technical drawing and to understand a primary tool in the production of architecture from the point of view of its makers.
Instructor(s): Dario Donetti Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment. If a student is not yet enrolled in this course, s/he must fill out the online consent form and attend the first class. This course meets the general education requirement in the arts. This course may be taken for Architectural Studies minor credit or Arts Music Drama Core credit but not both.
Equivalent Course(s): ARTH 17002

ARCH 20000. Understanding the Built Environment. 100 Units.
This thematic course aims to equip students with the basic skills and knowledge required to analyze architecture and the urban environment. It provides an introduction to the methods and procedures of the architectural historian. These include such practical tasks as understanding architectural terminology, reading and interpreting architectural drawings, engaging with buildings 'on site', and studying buildings in urban context, relative to surrounding buildings, street networks and public spaces. At a broader level, the course will entail critical discussion about the relationship between architecture and society, the building as a historically specific object that also changes over time, the cultural representation of architecture, and modes of perceiving/experiencing the built environment. The format is a discussion seminar based on readings, assignments, virtual visits and meetings with guest speakers. Although it is designed to introduce the fundamentals of architectural history to undergraduates seeking a minor in architectural studies, MA and PhD students in any field are also welcome to register.
Instructor(s): K. Taylor Terms Offered: Autumn
Note(s): This course will be taught entirely in remote format.
Equivalent Course(s): ARTH 20700, ARTH 30700

ARCH 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 Terms Offered: Spring
Equivalent Course(s): GEOG 22700, GEOG 32700, SOCI 30104, CRES 20104, SOSC 25100, SOCI 20104, ENST 20104
ARCH 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 Terms Offered: Spring Winter
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, ENST 20150, PBPL 20150

ARCH 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: Winter
Equivalent Course(s): ENST 20160

ARCH 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): HLTH 20170, ENST 20170, PBPL 20170, GEOG 20170

ARCH 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): ENST 20180

ARCH 20185. Visualizing the City. 100 Units.
An underlying principle of all modern inquiry is to “make the unseen seen.” But all too often, the phrase is thrown about as a meaningless cliche or, even worse, is used as an excuse for obfuscation. In VISUALIZING THE CITY, we reclaim the mandate to “make the unseen seen” by taking the cliche literally; we will restore the potential of excellent visual communication in the context of urban and environmental studies, culminating in the production of a print and online magazine for the program. Throughout this hands-on course, students will explore theories of visuality and visual communication and then apply various visualization tools to document, analyze, and communicate aspects of the built environment. Students will learn the fundamentals of software applications (such as Illustrator, InDesign, and Photoshop), web design, image editing, drawing, graphic advertising, layout, and page design. Special attention will be given to representing 2- and 3-dimensional space (i.e., cartography and drafting). Small exercises will build toward the final publication, with students acting as the production team, thereby coordinating technical skills with organization, management, communication, ethics, and teamwork.
Instructor(s): Evan Carver Terms Offered: Winter
Equivalent Course(s): ENST 20185
ARCH 22000. Urban Dramas: Theater, Performance and the City. 100 Units.
How do urban landscapes, economies, collectives and communities influence the ecology of artistic practice? How does art - and theatre in particular - represent and reflect the eccentricities, anxieties and exultations of urban experience? In this course, we will examine the mutually constitutive relationship between theatre and the city through different perspectives, methodologies and approaches. We will consider how the city is represented in a range of dramatic works including Aristophanes’ The Birds, Lorraine Hansberry’s A Raisin in the Sun, Ramu Ramanathan’s Cotton 56, Polyester 84, and Anne Deavere Smith’s Twilight: Los Angeles 1992. We will read these plays in conjunction with critical writings that illustrate the ways in which changing urban landscapes reshape the contours of theatre practice along economic, demographic and infrastructural lines. These include the scholarship of Marvin Carlson, Loren Kruger, Michael McKinnie, and Stanton B. Garner, among others.
The course requires students to engage with the course themes both intellectually and experientially, through a dedicated set of readings and assignments that probe the entanglements between theatre and city life within the specific Chicago context. Students will have the opportunity to familiarize themselves with the theatre culture of Chicago, and conduct ethnographic research on existing theatre spaces in the city.
Instructor(s): S. Sastry Terms Offered: Spring
Equivalent Course(s): TAPS 20200

ARCH 20404. Troy and Its Legacy. 100 Units.
This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginings of it in later cultures. The first half will focus on the actual events of the “Trojan War” at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will be introduced to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer’s Iliad and the Trojan War were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rise to political and cultural hegemony in the Mediterranean and the West, respectively.
Instructor(s): M. Andrews Terms Offered: Spring
Equivalent Course(s): CLCV 20404, HIST 30404, ANTH 26120, HIST 20404, CLAS 30404, ANTH 36120

ARCH 20506. Cities, Space, Power: Introduction to urban social science. 100 Units.
This lecture course provides a broad, multidisciplinary introduction to the study of urbanization in the social sciences. The course surveys a broad range of research traditions from across the social sciences, as well as the work of urban planners, architects, and environmental scientists. Topics include: theoretical conceptualizations of the city and urbanization; methods of urban studies; the politics of urban knowledges; the historical geographies of capitalist urbanization; political strategies to shape and reshape the built and unbuilt environment; cities and planetary ecological transformation; post-1970s patterns and pathways of urban restructuring; and struggles for the right to the city.
Instructor(s): N. Brenner Terms Offered: Winter
Equivalent Course(s): SOCI 20506

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

ARCH 21300. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.
The course uses an urban studies lens to explore the complex history, infrastructure and transformations of cities, mainly the capitals of today’s Serbia, Bosnia and Herzegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA “Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980” a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.
Instructor(s): Nada Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 21300, REES 31303, REES 21300, BCSN 31303

ARCH 21347. To Preserve or Destroy: Anthropologies of Heritage. 100 Units.
Why do some monuments matter more than others? Why do we destroy some sites and preserve others? How do these objects and sites attain value? As witnessed in Charlottesville, heritage is at the heart of intense debates
in politics and culture today. Questions of theft and colonial violence haunt museums, galleries, and other cultural institutions. Looting and repatriation-linked to archaeology’s complex history and of equal concern to contemporary anthropology-force us to contend with the very meaning of heritage, including why it matters, what it does, and to whom it rightfully belongs. Bringing archaeology and anthropology together, this course attends to these complex questions, exploring how monuments, heritage sites, and material culture are enmeshed in power and condense contested histories. Drawing together ethnographies of heritage, theories of history and art, and accounts of dispossession and destruction, we will examine heritage as a conceptual formation, a set of social, political, and economic practices, and as a locus of both enchantment and endangerment. In doing so, students will gain a better sense of why the category of heritage seems to matter so much in the 21st century, paradoxically weaponized by both nationalist narratives and decolonial movements, and what futures heritage builds.

Instructor(s): Hilary Leathem Terms Offered: Winter. This course was offered Winter 2020
Equivalent Course(s): ANTH 21347, GLST 23317, HIPS 21347

ARCH 21354. Architectural Worlds: The Materiality and Sociality of Space. 100 Units.

The interplay between humans and built environments has been a central object of anthropological inquiry since the emergence of the discipline in the 19th century. This course explores the multiple ways in which anthropology and architecture intersect, providing an overview of how social scientists have engaged with and theorized built environments. It sketches some of the concerns that animate anthropological interrogations of built spaces, including spatial organization, the relationship between the public and the private spheres, the materiality of architecture, and the politics of architectural forms. Some of the issues that we will address include: What is the relationship between culture, society, and architecture? What are the concepts that have been mobilized to approach the study of built environments? How is architecture created, imagined, and experienced? We will draw on a range of theoretical approaches, read case studies, classic ethnographies, and a wide range of scholarship from the fields of philosophy, geography, cultural studies, and environmental psychology, in order to understand how architecture as a social and material artifact shapes human experiences, actions, imaginaries, and subjectivities.

Instructor(s): Estefania Vidal Montero Terms Offered: Spring. Spring 2021
Equivalent Course(s): ANTH 21354

ARCH 22105. 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 approach that addresses 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): SOCI 28088, GLST 22105, GNSE 12105, ENST 12105

ARCH 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, ENST 22611, HIST 32611, FREN 22620

ARCH 23210. Urban Core in Paris. 100 Units.

This course is both an introduction to how historians think about cities and a history of cities from the Middle Ages through the Cold War. Most of the examples are drawn from Europe, with a special focus for the version of the course taught in Paris on that city, but significant attention is given to Africa and the United States. The course is chronological in organization, but each class also focuses on a different theme, such as the place of politics, industrial development, migration, culture, and commerce in the transformation of urban forms and experiences.

Instructor(s): L. Auslander Terms Offered: Winter
Prerequisite(s): Admission to the Paris: Social Sciences Urbanism program
Equivalent Course(s): HIST 23210

ARCH 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): ARTH 23321, ITAL 23321, ENST 23321

ARCH 23825. Social Theory of the City. 100 Units.
This seminar explores various historical, sociological and anthropological theories of cities. The course analyzes major theoretical frameworks concerned with urban forms, institutions and experience as well as particular instances of city development from pre-modern to contemporary periods. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.
Equivalent Course(s): ANTH 23825

ARCH 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): ANTH 24190, ENST 24190

ARCH 24194. Projections in the Vivosphere. 100 Units.
This studio course invites students to devise new techniques for imaging the vivosphere: the fragile and reactive film of interactions that sustain human and non-human life around the surface of the earth. This critical zone is both a space of inquiry and topic of concern, crossing geophysical and disciplinary boundaries. Although more than the sum of representations, new techniques of imaging are urgently required for the shape and behavior of this frontier to fully enter our collective imagination and policy conversations. Seminar discussions and hands-on workshops will immerse students in historic and contemporary techniques of drawing as platforms for inquiry and political influence. While students will develop the ability to manipulate the projective geometries that underpin orthographic, perspectival, isometric, anamorphic and cartographic systems of projection, the vivosphere defies these prevailing modes of description. Research in this critical zone struggles to represent its shape, picture interactions across scale, and overcome the dissonance between planetary representations and lived experience, static geometry and dynamic cycles. Students will be invited to devise and attempt novel techniques to overcome these limitations.
Instructor(s): A. Schachman Terms Offered: Autumn
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 24194

ARCH 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 inquiry and political influence. While design projects and architectural skills will be the focus of the course, it will also incorporate research projects by class participants.
Instructor(s): A. Schachman Terms Offered: Spring
Equivalent Course(s): ARTH 24196, ARTV 20206, GEOG 24196, ENST 24196

ARCH 24197. Lakefront Kiosk. 100 Units.
Students will design kiosks on Chicago's lakefront, one of the city's most vibrant public spaces. Historically, the shoreline of Lake Michigan has played a central role in Chicago's urban identity. In the 1909 "Plan for Chicago" Daniel Burnham proposed to reclaim the entire length of the lakefront as a place of leisure for all
inhabitants of the city—an idea realized during the 20th century. The Chicago Park District oversees over 40 kiosks that punctuate the shoreline, which during the summer offer food, retail, and recreational services. Although these kiosks are, by necessity, modest in size, these structures are an exciting opportunity to explore creative architectural solutions. The design studio will identify the lakefront as a new realm of architectural imagination that operates on the scenic threshold of the city and at a more intimate scale. Though small—a work of micro-architecture—a kiosk can reinforce the city’s broader commitment to forward-thinking design. The studio’s challenge is to demonstrate how small-scale architectural design can transform public space. The kiosk will be designed as both a seasonal commercial space, and year-round space for exhibiting information about Lake Michigan—from its history as an industrial machine to its potential future as an ecological preserve. It will explore how a kiosk engages with both visitors and the surrounding environment, and how a kiosk maintains an active presence on the lakefront and attracts visitors year-round.

Instructor(s): M. Felsen Terms Offered: Winter
Equivalent Course(s): ARTH 24197

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

Instructor(s): L. Joyner Terms Offered: Spring
Note(s): This class will not have field trips outside of class time, but will regularly meet at different locations both on-campus and around the city. Please make sure you’ve built enough time into your schedule to get to and from meeting locations. Consent is required to enroll in this class. 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): ARTH 24198

ARCH 24205. Skills & Processes for Architecture and Urban Design. 100 Units.
This studio course seeks to acquaint students with a range of skills and methods in design, including manual, digital and hybrid methods. Students will test out several design processes through a series of problem sets and micro-projects, and develop their own personal tools and ways as they go. An emphasis will be put on free play and experimentation, followed by rounds of revision and refinement. We will also consider how historical research, precedent, context and constraint can help meaningfully inform design process, without overly paralyzing it. This is an excellent course to take if you are interested in other studio design courses (such as courses listed ARCH 2419X and ARTV 24267), but want to build up your skills before undertaking a major, quarter-long project.

Instructor(s): L. Joyner Terms Offered: Winter
Prerequisite(s): Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics, though none is required. Priority will be given to 1st-3rd year undergraduates who have not already taken UAD studio courses, but intend to do so. Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 24205

ARCH 24210. Complex Curves/Plastic Shapes. 100 Units.
Complex forms are ever more prevalent in architecture, in large part due to sophisticated software easing their design and fabrication. This course is a formal investigation of these curved forms and plastic shapes, and aims to develop critical understanding of formal issues underlying their use, construction and intention. The format is that of a combined workshop/seminar: in workshop mode, weekly drawing exercises will be done with increasing levels of geometric complexity. This work will be accompanied by discussion of formal issues, including positive and negative space, boundaries, interiority, and distinction between curved surfaces and volumes. Readings and presentations will provide theoretical and historical background. The underlying basis for our investigation are a number of sculptures done in the mid-20th century by Albers, Moholy-Nagy, Gabo, Hepworth, Kobro, and Vantongerloo. Seen as a whole, their work provides methodologies for the construction of complex curved form, and a broad range of positions on materiality and fabrication. The discipline learned from both their and your work is applicable at a variety of scales from the intimate to the architectural, as well as to orthogonal constructions. The exercises require building on each other so steady participation is needed. Familiarity with digital software is preferred, although analog methods of drawing and making can work. Some experience with design is recommended.

Instructor(s): G. Goldberg Terms Offered: Winter
Equivalent Course(s): ARTH 24210

ARCH 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
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20th 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, ENST 24214, GLST 24214, HIST 24214

ARCH 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): ENST 24660, GEOG 33500, GEOG 23500

ARCH 26005. Cities by Design. 100 Units.

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

Instructor(s): Emily Talen Terms Offered: Autumn
Equivalent Course(s): GEOG 26005, PBPL 26005, ENST 26005

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

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

Instructor(s): C. Rocha Terms Offered: Spring
Equivalent Course(s): HIST 26322, ENST 26322, LACS 25322

ARCH 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): ENST 26511, LACS 26510, HIST 36511, HIST 26511, LACS 36510

ARCH 27021. The Rise and Demise of Polish Chicago: Reading Polonia’s Material Culture. 100 Units.

Chicago claims to have the largest Polish and Polish-American population in the US and yet the city’s distinctly Polish neighborhoods are now only history as their population has dispersed or moved to the suburbs. This course explores the diminishing presence of Poles against the lasting input of the material culture which they introduced to the urban spaces of Chicago. The course is framed by the fundamentals of thing discourse and employs the mediums of sculpture, fashion, photography, architecture and topography of the Polish community in Chicago through several field trips. The course’s main goal is to map the evolution of the former Polish neighborhoods which often concluded with the erasure of their distinct ethno-space. In order to grasp the status
of such changes, students take several field trips to the former Polish neighborhoods and visit their existing
architectural landmarks and cultural institutions. Towards the end of the course, students conduct several
interviews with Polish Chicagoans from the postwar and Solidarity immigrations. The course concludes with a
capstone project for which students will make a virtual collection of artifacts designed as a curio cabinet filled
with objects they found, created, and purchased during their research and field trips.
Instructor(s): Bożena Shallcross Terms Offered: Winter
Prerequisite(s): Students must attend several panels of their choice during the conference entitled, “What They
Equivalent Course(s): REES 27021, REES 37021

ARCH 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, ENST 27103, PBPL 27103

ARCH 27307. Schools and Space: A Chicago History. 100 Units.
This course fuses urban and educational history into a two-century case study of Chicago. When the Chicago
Public Schools closed fifty schoolhouses in 2013, many stressed the links between public education, uneven
neighborhood investment, and racial segregation. But this episode was part of a longer regional history of how
metropolitan development, labor markets, and anxieties over migration affected educational policy. The course
stresses the relationship between educational policy and the politics of urban development, gender, and race.
Schools were sites of gendered work, for the women who operated them and for the children who navigated
the moral and vocational paths laid for their futures; meanwhile, the rise of racial ghettos had an enduring
impacts on educational inequity and the shape of African American political life. Over the time span covered
by the course, the United States became an indisputably “schooled” society, and Chicago was a leading indicator
of national trends. Key historic episodes in American education—the rise of the modern high school, the birth
of progressive education, the origins of teachers’ unions, the Catholic encounter with race, the fragmentation
of suburban school districts, the civil-rights critique of de facto school segregation, the pronounced “failure”
of urban education, and the triumph of choice-and-accountability reforms, and the teacher-led resistance that
followed—are especially well-illustrated by this course’s focus on Chicago.
Instructor(s): N. Kryczka Terms Offered: Winter
Note(s): This course combines lecture with discussions of primary sources and secondary literature each week,
beginning with the one-room, log-stable schoolhouses of the antebellum Illinois prairie and ending with the
nation’s first charter-school teacher strikes in 2018. In addition to composing a research paper on a chosen school
or school policy, students will take a field trip to local schoolhouses, reading the city’s urban history through its
educational architecture.
Equivalent Course(s): PBPL 27307, GNSE 27307, EDSO 27307, AMER 27307, HIST 27307

ARCH 27522. Experimental Futures. 100 Units.
In this class students will get an outline of an emerging area of interdisciplinary research that reframes the
category of the ‘human’ in face of contemporary environmental challenges such as climate change and scarcity
of resources. Students will become familiar with concepts and theories associated with post-humanism, new
materialisms, and environmental humanities and use them to reflect on examples from architecture, design, and
the arts. Assignments involve the reading and preparing of selected literature, written reflections on projects
from architecture, design, and the arts, small lectures, and active participation in the class.
Instructor(s): Desiree Foerster Terms Offered: Winter
Equivalent Course(s): CMST 27522

ARCH 27708. Black in the City. 100 Units.
Moving from literature written during the early Jim Crow era to contemporary hip hop, this course will look at
the ways black artists have staged encounters with urban space. We will pay close attention to not just how
black artists have represented the city but the methodologies they have experimented with in studying and
surviving it. From the juxtaposition of Southern and Northern cities in pre and post-Great Migration literature, to
Gwendolyn Brooks’ mid-century experiments in urban seeing, Spike Lee’s staged urban explosions and Kendrick
Lamar’s Compton soundscapes, this course complicates both the dreams and the despairs yoked to being black in
the city. (Fiction, 1830-1940, Theory)
Instructor(s): Adrienne Brown Terms Offered: Spring
Equivalent Course(s): ENGL 27008, CRES 27008, SIGN 26077, AMER 27008

ARCH 28202. Geographic Information Science I. 100 Units.
This course introduces students to a wide range of geospatial technologies and techniques in order to explain
the basic theory and application of geographic information systems (GIS). To do this, students will use open
source or free software such as QGIS and Google Earth Pro to complete GIS lab exercises that cover a range of
topics, including an introduction to different types of geospatial data, geographic measurement, GIS, principles
of cartography, remote sensing, basic GIS mapping and spatial analysis techniques, remote sensing, and specific geospatial applications such as 3D modeling and geodesign. By providing a general overview of geospatial technologies, this course provides students with a broad foundational knowledge of the field of GIScience that prepares them for more specialized concepts and applications covered in future GIS courses.

Instructor(s): Kevin Credit
Terms Offered: Autumn. Offered 2020-21
Equivalent Course(s): GEOG 28202, GEOG 38202

ARCH 28402. Geographic Information Science II. 100 Units.
This course investigates the theory and practice of infrastructure and computational approaches in spatial analysis and GIScience. Geocomputation is introduced as a multidisciplinary systems paradigm necessary for solving complex spatial problems and facilitating new understandings. Students will learn about the elements of spatial algorithms and data structures, geospatial topologies, spatial data queries, and the basics of geodatabase architecture and design.

Instructor(s): Marynia Kolak Terms Offered: Winter. Offered 2020-21
Prerequisite(s): GEOG 28202 /GEOG 38202. Students must receive a grade of C or higher in GEOG 28202/GEOG 38202 in order to register for this course.
Equivalent Course(s): GEOG 38402, GEOG 28402

ARCH 28602. Geographic Information Science III. 100 Units.
This advanced course extends and connects both foundational and functional GIScience concepts. Students will be introduced to advanced programming and scripting languages necessary for spatial analysis and GIScience applications. Additional topics include customization, enterprise GIS, web GIS, and advanced visualization and analytic techniques.

Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21
Prerequisite(s): GEOG 38202 and GEOG 38402. Students must receive a grade of C or higher in GEOG 28402/ GEOG 38402 in order to register for this course.
Equivalent Course(s): GEOG 38602, GEOG 28602

ARCH 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: Winter. Offered 2020-21
Prerequisite(s): GEOG 28202/GEOG 38202. Students must receive a grade of C or higher in GEOG 28202/GEOG 38202 in order to register for this course.
Equivalent Course(s): GEOG 38702, GEOG 28702

ARCH 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): PBPL 28925, HLTH 28925, ENST 28925

ARCH 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): HIST 29421, LLSO 29421, JWSC 29421, ENST 29421, GLST 29526, HIST 39421, CRES 29421, CRES 29421

ARCH 29506. Home and Empire: From Little House on the Prairie to Refugee Camps. 100 Units.
What can living rooms tell us about Empires? What did it mean to be a housewife in an imperial society? This course answers these and other questions by exploring the relationship between domesticity and imperialism over the past three hundred years. We will explore how Catholic Native Potawatomi women decorated their homes in the early 18th century, how black South African maids interacted with white employers during apartheid, and how young male refugees in contemporary France try to make homes in the land of their former colonial ruler. Through this work students will unpack the racial, gendered, spatial, and political logics of imperial rule. This course is organized around three thematic phases: conquest and expansion, rule and resistance, and decolonization. After introducing theoretical approaches to the study of domesticity and imperialism, we will use case studies from across the globe to work through these thematic groups. We will discuss cases from North America, the Caribbean, Asia, Africa, Oceania, and Europe. By combining secondary literature with films, memoirs, domestic objects, and visual sources we will evaluate the intersections of imperialism and home-life. Students will ultimately conduct a final research project on a topic of their choosing to explore this courses’ themes in depth. Students will work to challenge notions of home as an idyllic or a historical space and see the power and struggles that took place within walls.
Instructor(s): Greg Valdespino Terms Offered: Winter
Note(s): This course counts as a Concepts Course for GNSE majors
Equivalent Course(s): HIST 29506, GNSE 23128

ARCH 29600. Junior Seminar: Doing Art History. 100 Units.
The aim of this seminar is to deepen an understanding of art history as a discipline and of the range of analytic strategies art history affords to students beginning to plan their honors papers or, in the case of students who are minorining in art history, writing research papers in art history courses. Students read essays that have shaped and represent the discipline, and test their wider applicability and limitations. Through this process, they develop a keener sense of the kinds of questions that most interest them in the history and criticism of art and visual culture. Students develop a formal topic proposal in a brief essay, and write a final paper analyzing one or two works of relevant, significant scholarship for their topics.
Instructor(s): T. Golan; M. Sullivan Terms Offered: Spring Winter
Note(s): Required of third-year students who are majoring in art history. Consent is required for registration. This course does not meet the general education requirement in the arts.
Equivalent Course(s): ARTH 29600