ARCHITECTURAL STUDIES

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

MINOR IN ARCHITECTURAL STUDIES

Based in the Department of Art History, the interdisciplinary minor in Architectural Studies (ARCH) equips students to analyze the form and changing history of the built environment through a combination of coursework in architectural history with up to four courses on architectural and urban design topics offered in any department. This is the only university program that focuses on designing and analyzing buildings as material, three-dimensional, culturally meaningful environments.

Students may choose to minor in architectural studies because they are interested in analyzing the built environment—the inescapable setting of our lives—from a liberal arts perspective or because they are 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.

Alternatively, students may major in Art History (https://arthistory.uchicago.edu/undergraduate/major-requirements/) and select architecture as their focus.

Prospective minors should meet with the Architectural Studies Advisor any time before the end of the third year to discuss their interests and course plans, and to obtain advice and enroll in the program. Together, the student and the Architectural Studies Advisor will fill out the Consent to Complete a Minor Program form (https://college.uchicago.edu/advising/tools-forms/) listing the projected courses, and the Architectural Studies Advisor will sign it. To enroll, students must submit the completed, signed form to their College adviser before the end of the third year. After filling out the form, students retain the option to change their choice of courses, with the approval of the Architectural Studies Advisor.

Requirements

The minor in architectural studies requires a total of six courses, 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 originate from 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 Environmental and Urban Studies, Geographical Sciences, History, English Language and Literature, Anthropology, and Visual Arts. In one of these courses, students 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 (see Research Papers below).

All courses approved for Architectural Studies credit should meet these criteria: (1) the subject matter should include some attention to design elements of buildings, cities, or landscapes, real or imagined, (2) the assignments must allow the student to study some aspect of the built environment as outlined above. Courses with an ARTH cross-listing are pre-approved for credit in the minor program. If those courses also have an ARTH number, they count as eligible Art History department courses as well. However, if an ARCH course has no corresponding ARTH number, it should be counted as external to the Art History department. If students find suitable courses that are not cross-listed with an ARCH designation, they are encouraged to propose them to the Architectural Studies Advisor, providing the course number and title, description, and, if possible, the syllabus.

Architectural Studies offers two foundational courses: ARCH 20000 Understanding the Built Environment is a thematic introduction to skills of building and spatial analysis and interpretation. ARCH 24205 Skills & Processes for Architecture and Urban Design introduces students to design work while building skills important to design studios. They exemplify the two types of architectural studies courses offered by the Department of Art History. Architectural history courses teach students to interpret how buildings are designed, used, and adapted over time and to make sense of their social, political, and cultural dimensions. They attend to the material properties of buildings and the ways in which people perceive them. Architectural and urban design studios enable students to try out the role of designers rather than interpreters, which provides another invaluable perspective on why buildings take the forms they do, whether or not students envision architectural careers. Many courses of both types include field trips or a travel component to the sites under study.

Students working towards the minor are strongly encouraged to take ARCH 20000 Understanding the Built Environment. Students who have not previously taken a design studio course are also encouraged to take ARCH 24205 Skills & Processes for Architecture and Urban Design. Any student of the minor may apply for instructor consent to take ARTH 29600 Junior Seminar: Doing Art History for minor program credit. This option is suitable for students seeking to develop their skill in writing object-centered research papers and especially those interested in doing graduate work in architectural history. It is also appropriate for fulfilling the requirement of a research paper on the built environment.
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 some prerequisites.

Courses in the minor may not be double counted with the student’s major(s) or with other minor degrees. A course taken to fulfill a general education requirement may not be double-counted with the Architectural Studies minor. 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.

Research Papers
All Architectural Studies students write at least one research paper of 10 to 15 pages. 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 and/or research 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 completing the research paper, students must submit a copy of the paper and their updated program worksheet to the Architectural Studies Advisor.

Faculty
The following faculty members in Art History specialize in architectural history: Niall Atkinson (https://arthistory.uchicago.edu/faculty/profiles/atkinson/), Wei-Cheng Lin (https://arthistory.uchicago.edu/faculty/profiles/lin/), and Katherine Fischer Taylor (https://arthistory.uchicago.edu/faculty/profiles/taylor/). Dario Donetti (https://arthistory.uchicago.edu/faculty/profiles/donetti/) teaches both architectural history and architectural studio courses. Luke Joyner (https://arthistory.uchicago.edu/faculty/profiles/joyner/) regularly offers architectural and urban design studio courses. 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.

Summary of Requirements for the Minor in Architectural Studies

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>Two (2) courses in ARTH and that focus on the built environment</td>
<td>200</td>
</tr>
<tr>
<td>Four (4) courses in ARTH or other departments and that focus on the built environment</td>
<td>400</td>
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<tr>
<td>One (1) 10-to-15-page research paper focusing on the built environment and written for one of the six courses in the minor</td>
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<tr>
<td>Total Units</td>
<td>600</td>
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* One of the courses may be ARTH 29600 Junior Seminar: Doing Art History, in which students in the minor would research and write an essay on a built environment topic of their choice.

Co-curricular Opportunities

Everyone is invited to subscribe to the Architecture listserv (https://lists.uchicago.edu/web/subscribe/architecture/?previous_action=info), for announcements of events and opportunities on campus and in Chicago at large.

The architecture RSO, called ARCH, can be reached through this listserv (https://lists.uchicago.edu/web/info/arch/).

To discuss any aspect of the minor in Architectural Studies, please contact the Architectural Studies Advisor (arch-advisor@lists.uchicago.edu).

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
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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 ramifications 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, CHST 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): LACS 16010, ARTH 16010

ARCH 16214. Andean Architecture. 100 Units.

This course examines the ways that space was organized in ancient Peru, Bolivia, and Ecuador in the millennia before the Spanish invasion. We will pay attention not only to familiar forms of monumental architecture, such as temples, palaces, and tombs, but also to ephemeral structures, landscape modifications, and the architecture of imperial administration. As we proceed chronologically, examining the architecture of the Chavin, Nazca, Moche, Tiwanaku, Wari, Chimu, and Inca cultures, among others, we will also consider the different constraints of coastal and highland geographies. 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: Spring

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 16214

ARCH 16809. Islamic Art and Architecture 1500-1900. 100 Units.

This course surveys the art and architecture of the Islamic world from 1500-1900. This was the period of the three great Islamic empires: the Ottomans, the Safavids, and the Mughals. Each of these multi-religious, multi-linguistic, multi-ethnic empires developed styles of art and architecture that expressed their own complex identities. Further, they expressed their complex relations with each other through art and architecture. The various ways in which contact with regions beyond the Islamic world throughout this period impacted the arts will also be considered.

Instructor(s): P. Berlekamp Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

Equivalent Course(s): ARTH 16809, NEAA 10631

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 immediate 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 course aims to equip students with the basic skills and knowledge needed to analyze the built environment. Through weekly seminars that are paired with practical labs on architectural writing and drawings, class visits to buildings and exhibitions, or meetings with practitioners, it explores a variety of themes from the material design of the building itself to its urban, social, cultural, and historical significance. These themes include how building designs accommodate their uses and users; how they resist physical forces like gravity, wind, earthquake; the potential of traditional and new materials; cultural questions of style and symbolism; contextual relationships to site and surroundings; technological infrastructure in architecture, such as climate control, power, and computation; and buildings as historical objects that change over time. Students practice their skills in an analytic project on a local building or urban site of their choice. This foundational course for the undergraduate Architectural Studies minor program is offered annually, and is open to minors, prospective minors, and other interested students, including graduate students.

Instructor(s): K. Taylor Terms Offered: Autumn

Note(s): Some sessions will take place off-campus at sites around the city. Students must have enough time in their schedules to get to those meetings on time.

Equivalent Course(s): ARTH 30700, ARTH 20700

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, Not Offered in 2021/22

Equivalent Course(s): CHST 20104, SOSC 25100, ENST 20104, GEOG 22700, SOCI 30104, SOCI 20104, COCI 32700

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, PBPL 20150, ENST 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. Not offered Winter 2021

Note(s): Not offered Winter 2021

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
Instructor(s): T. Clark Terms Offered: Spring
Students are encouraged to explore one type of project.

reviews new case studies and comparative analyses from China to Chicago to Poland that detail these processes.

a business, to found a political activist group, to live, what political causes to support, and more. The course

social environments into new types of scenes. They factor into crucial decisions, about where to work, to open

churches reinforce selective development of specific cities and neighborhoods. These transform our everyday

Activists from Balzac, Jane Jacobs, and others today seek to change the world using the arts. Ignored by most

ARCH 20252. Urban Innovation: Cultural Place Making and Scenescapes. 100 Units.
Equivalent Course(s): TAPS 20200

Instructor(s): S. Sastry Terms Offered: Spring
Chicago, and conduct ethnographic research on existing theatre spaces in the city.

specific Chicago context. Students will have the opportunity to familiarize themselves with the theatre culture of

dedicated set of readings and assignments that probe the entanglements between theatre and city life within the

reshape the contours of theatre practice along economic, demographic and infrastructural lines. These include

Ramanathan’s Cotton 56, Polyester 84, and Anne Deavere Smith’s Twilight: Los Angeles 1992. We will read

in a range of dramatic works including Aristophanes’ The Birds, Lorraine Hansberry’s A Raisin in the Sun, Ramu

city through different perspectives, methodologies and approaches. We will consider how the city is represented

How do urban landscapes, economies, collectives and communities influence the ecology of artistic practice?

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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

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 20200. 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): ENST 20200

ARCH 20252. Urban Innovation: Cultural Place Making and Scenescapes. 100 Units.
Activists from Balzac, Jane Jacobs, and others today seek to change the world using the arts. Ignored by most
social science theories, these new cultural initiatives and policies are increasing globally. Urban planning
and architecture policies, walking and parades, posters and demonstrations, new coffee shops and storefront
churches reinforce selective development of specific cities and neighborhoods. These transform our everyday
social environments into new types of scenes. They factor into crucial decisions, about where to work, to open
a business, to found a political activist group, to live, what political causes to support, and more. The course
reviews new case studies and comparative analyses from China to Chicago to Poland that detail these processes.
Students are encouraged to explore one type of project.
Instructor(s): T. Clark Terms Offered: Spring
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, HIST 24008, ARTH 21333, ARTH 31333, GLST 21301, REES
21300, BCSN 31303

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 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): ENST 12105, SOCI 28088, GNSE 12105, GLST 22105

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

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): HIST 22611, FREN 22620, FREN 32620, ENST 22611, HIST 32611

ARCH 23302. Gothic Fiction and Architecture. 100 Units.
In this course we study the aesthetics and politics of gothic fiction and architecture. Many of us associate
Gothic fiction with fearful tales of mystery and suspense. But the rise of a Gothic aesthetic in the eighteenth
and nineteenth century was a political movement: British writers, architects, and architects embraced Gothic
medievalism to express their opposition to capitalism and industrialization. We will study gothic fiction since
the eighteenth century, paying particular attention to how this fiction was used to comment on a rapidly developing
society. Our study of gothic fiction will draw us into the real spaces of London, where we will tour renowned
Gothic Revival buildings such as the Houses of Parliament, St. Pancras railway station, and possibly a crypt
or two. Readings may include Horace Walpole, The Castle of Otranto; Jane Austen, Northanger Abbey; Bram
Stoker, Dracula; Oscar Wilde, The Picture of Dorian Gray; and Henry James, The Turn of the Screw. (This
course fulfills the Creative Writing Fiction literary genre requirement and the English 1650-1830 and 1830-1940
requirements.)
Instructor(s): Benjamin Morgan Terms Offered: Autumn
Note(s): This is a part of the 2021 London: British Literature and Culture study abroad program.
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): ITAL 23321, ENST 23321, ARTH 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, lukejoyner@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): AMER 24190, GEOG 24190, ARTV 20210, ENST 24190, ARTH 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 and nourish the development of architectural proposals.
Instructor(s): A. Schachman
Terms Offered: Spring
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, 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 24196

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): AMER 24198, CHST 24198, GEOG 24198, ARTH 24198, ART 20664

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 ARCH 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 taken zero or one architecture studio courses, but intend to take more. Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 24205, ART 20621

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 build 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
ARCH 24267. Architecture of Memory. 100 Units.
This architecture studio course asks students to design a memorial. By imagining spaces that evoke emotion and incite action, and examining relationships and meaning between architecture and place, students will explore concepts for spaces created for the purpose of holding, preserving or honoring aspects of culture and history. The South Side of Chicago will be the primary focus. Students will reflect on readings about the South Side and 2020 events. Guest presentations and Arts + Public Life media and archives will be key resources. To form a basis for understanding and analyzing space and form, students will research and critique precedents. The class will visit spaces around the city either in-person or via virtual tours. As a beginning point for inquiry about space and emotions, students will reflect on readings about phenomenology in architecture. Seminars and discussions about architecture practice today will also be presented. Students will generate an analog portfolio of drawings and models throughout the quarter. For final design projects, students will choose real sites and will create a design for a memorial for an aspect of social history of the South Side of Chicago.
Instructor(s): N. Bharani Terms Offered: Winter
Prerequisite(s): Consent is required to enroll in this course. Interested students should email the instructor (Nootan Bharani, nbharani@uchicago.edu) to briefly explain their interest and any previous experience with the course topics, however no previous experience is necessary. Students are required to attend the first class session to enroll in the course.
Equivalent Course(s): ARTV 24267, ARTH 24267, ARCH 34267, ARCH 34267, ARTV 34267, ENST 24267, CHST 24267

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 2021-22
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): PBPL 26005, GEOG 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. Yet the region’s urban experience has generally been understood through North Atlantic models, which often treat Latin American cities as disjunctive, distorted knockoffs of idealized US or European cities. This class interrogates and expands those North Atlantic visions by emphasizing the history of vital urban issues such as informality, inequality, intimacy, race, gender, violence, plural regulatory regimes, the urban environment, and rights to the city. Interdisciplinary course materials include anthropology, sociology, history, fiction, film, photography, and journalism produced from the late nineteenth to the early twenty-first centuries.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some coursework in Latin American studies, urban studies, and/or history
Equivalent Course(s): ENST 26511, LACS 36510, LACS 26510, HIST 26511, HIST 36511
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 distinctively 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 Chicagohans 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 Brought / What They Changed: Material Culture and Polish Chicago,” on December 2-4, 2020.
Equivalent Course(s): ANTH 25423, ANTH 35423, AMER 27021, REES 27021, CHST 27021, REES 37021

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 impact 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): CHST 27307, AMER 27307, GNSE 27307, EDSO 27307, HIST 27307, PBPL 27307

ARCH 27522. Experimental Futures: Re-figurations of Human/Environment Relationships. 100 Units.
The naming of the current era after the human-Anthropocene is widely criticized. Scholars such as Donna Haraway bemoan the emphasis on the human being and its control over earthly matters at a moment when non-human entanglements with the world are simultaneously overlooked. Other thinkers point out that the planetary changes of the Anthropocene have occurred mainly due to capitalism and industrialization. In the course of these debates, the role of the human and the understanding of the human as part of the Earth’s ecosystem is discussed again and again. Especially in the arts and design, new figurations of the human and a future outside anthropocentrism are being developed. This course follows fundamental questions around the emergence of this discourse: Which tropes, materials, and concepts do we collectively use to imagine our future? Who gets to participate in these imaginaries and who is thereby excluded? What role do the arts and design play in this process? In this class, students will gain understanding 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 resource scarcity. 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.
Instructor(s): Desiree Foerster
Terms Offered: Winter
Equivalent Course(s): CMST 27522, MAAD 27522

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 GISScience that prepares them for more specialized concepts and applications covered in future GIS courses.
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 2021-22
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 2021-22
Prerequisite(s): GEOG 28202 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 38602

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: Spring Summer 2021-22
Equivalent Course(s): GEOG 38702, ENST 28702, SOCI 20283, SOCI 30283, 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.

Instructor(s): Bhalla, Kavi Terms Offered: Spring
Equivalent Course(s): HLTH 28925, ENST 28925, PBPL 28925

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.
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 minoring 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): M. Sullivan Terms Offered: 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