ARCHITECTURAL STUDIES

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

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<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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Total Units: 600

* 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.

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
ARCH 14700. Building Renaissance Italy: A Survey of the Built Environment. 100 Units.
This introductory course surveys the major patrons, architects, and building programs that defined the spatial contexts of the Renaissance in Italy. Between the 15th and 16th centuries, the political aspirations of governments, popes, princes, and merchants demanded a more articulated architectural environment that would facilitate increasingly complex modes of public and private life. They were aided in this endeavor by the emergence of a newly professionalized class of architects, who turned their eyes towards both a systematic study of the classical past and a critical assessment of their contemporary world. Renaissance urban palaces—both civic and private—and rural villas provided the stages upon which a new art of living could be performed. New inventions in military engineering responded to rapidly advancing technologies of warfare. Urban planning techniques created new topographies of spiritual and political triumph and reform, while treatises on ideal cities laid the foundations for the modern integrated multi-functional city. Between Venice, Florence, Rome, and their rural surroundings, this course will focus on a range of important patrons such as Roman popes, Venetian doges, princely courts, and private merchants, and will explore what made the works of such architects as Filippo Brunelleschi, and Andrea Palladio so creative, innovative, and influential well into our own contemporary architectural landscape.
Instructor(s): N. Atkinson Terms Offered: Autumn
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.
Equivalent Course(s): CHST 11800, PHSC 11800

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 17410. Frank Lloyd Wright in Chicago and Beyond. 100 Units.
This course looks at Wright’s work from multiple angles, examining his architecture and urbanism and his relationship to the built environment and socio-cultural context of his lifetime. We’ll take advantage of the celebrated Robie House on campus and of Wright’s other early work in greater Chicago; we’ll also think about
his later "Usonian" houses for middle-income clients and the contextual framework he imagined for his work ("Broadacre City"), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory, Fallingwater, and the Guggenheim Museum. By examining one architect's work in context, students will gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. In so doing, the course introduces students to thinking about architecture and urbanism in broad terms. To this end, the first half of the course is organized around a series of themes important to architecture in general (e.g., "expressing function") and the second half examines the question of consistency and change in an individual architect's career, including changes in design technique (e.g., ways of designing sequences of spaces and vistas) and the problem of legacy (e.g., what to do with old buildings, especially famous ones, that no longer work as originally intended).

Instructor(s): K. Taylor 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): AMER 17410, FNDL 20502, ARTH 17410

ARCH 17550. Renaissance Facades: Architecture in the Age of Representation. 100 Units.
The art of the Italian Renaissance is one that engaged at large with questions of representation, in both practice and theory, with long-lasting consequences for the visual culture of the Western world. If such an assumption might be especially evident in the figural arts, it is nevertheless valid for the more abstract language of architecture. Indeed, the Italian architecture of the fifteenth and sixteenth century formulated the vocabulary and rules of a new idiom, that of classicism, which would have soon become predominant in all Europe, and subsequently migrated to the New World. How to decipher such a popular albeit cryptic language? What are the principles that regulate this method of composition? And what are the cultural conflicts and political messages that lie behind the apparent normativity of this style? This course will answer such questions by examining a careful selection of buildings of Renaissance Italy and driving attention to their façades, analyzed in the relationship with the city and the beholder. Classes will focus on phenomena of innovation and resistance, identity and universality, transition and conservation, relying on the architectural theory of the time, as well as on critical interpretations by the most influential historians of early modern architecture. Ultimately, the course will refine a sense of visual literacy: students will learn to discern classical architecture's underlying grammar and to understand it in all its cultural implications.

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

Prerequisite(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, and visual art.

Equivalent Course(s): ARTH 17550

ARCH 18606. Structuring China's Built Environment. 100 Units.
This course asks a basic question: Of what does China's built environment in history consist? Unlike other genres of art in China, a history of China's built environment still waits to be written, concerning both the physical structure and spatial sensibility shaped by it. To this end, students will be introduced to a variety of materials related to our topic, ranging from urban planning, buildings, tombs, gardens, and furniture. The course aims to explore each of the built environments-its principles, tradition, and history-based on existing examples and textual sources, and to propose ways and concepts in which the materials discussed throughout the quarter can be analyzed and understood as a broader historical narrative of China's built environment. This course is part of the College Course Cluster, Urban Design.

Instructor(s): W. Lin 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, and visual art.

Equivalent Course(s): ARTH 18606, EALC 18606

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 20085. BIG: Monumental Buildings and Sculptures in the Past and Present. 100 Units.
Why are so many societies - including our own - obsessed with building monumental things like pyramids and palaces? What do we learn about cultures past and present from the monuments they built? This course explores famous monuments from around the world to answer these questions through the lens of archaeology, architecture, and art history.
Instructor(s): James Osborne Terms Offered: Spring
Equivalent Course(s): KNOW 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): PBPL 20150, ENST 20150, GLST 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 us imagine our present urban condition? How can film be understood as a tool for exploring what a city might be? 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 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): TAPS 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
Equivalent Course(s): ENST 20180

ARCH 20692. Armenian History through Art and Culture. 100 Units.

Who are the Armenians and where do they come from? What is the cultural contribution of Armenians to their neighbors and overall world heritage? This crash-course will try to answer these and many other similar questions while surveying Armenian history and elements of culture (mythology, religion, manuscript illumination, art, architecture, etc.). It also will discuss transformations of Armenian identity and symbols of 'Armenianness' through time, based on such elements of national identity as language, religion, art, or shared history. Due to the greatest artistic quality and the transcultural nature of its monuments and artifacts, Armenia has much to offer in the field of Art History, especially when we think about global transculturation and appropriation among cultures as a result of peoples' movements and contacts. The course is recommended for students with interest in Armenian Studies or related fields, in Area or Civilizations Studies, Art and Cultural Studies, etc.

Instructor(s): Hripsime Haroutunian Terms Offered: Autumn
Equivalent Course(s): NEHC 20692, HIST 25711, ARTH 20692, NEHC 30692

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
issues have been raised by London-living over the centuries. What was it like to go to an early iteration of a
comedy between 1609 and 1640. City comedies are particularly good at detailing the perils, thrills, and novel
sensoria and frightening. We will be considering this question through three city comedies set in London and written
This course asks what it was like to live in London as it evolved into something equal parts new, exciting,
A population of 350,000, which was nearly six times its population in the early sixteenth century (~60,000).
Between the years 1500 and 1660, London developed into an urban superpower. By 1660, London was boasting

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): Benjamin Morgan Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors
Equivalent Course(s): GLST 22105, GNSE 12105, SOCI 28088, ENST 12105

ARCH 22610. Paris and the French Revolution, 1830-1950. 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 22619, HIST 22610, FREN 32619, ENST 22610, HIST 32610

ARCH 22611. Paris from “Les Misérables” to the Liberation, 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 French texts in French.
Equivalent Course(s): ENST 22611, FREN 32620, FREN 22620, HIST 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.
Equivalent Course(s): ENGL 23302

ARCH 23304. The Stage and the City: Performance and Daily Life in Renaissance London. 100 Units.
Between the years 1500 and 1660, London developed into an urban superpower. By 1660, London was boasting
a population of 350,000, which was nearly six times its population in the early sixteenth century (~60,000).
This course asks what it was like to live in London as it evolved into something equal parts new, exciting,
and frightening. We will be considering this question through three city comedies set in London and written
between 1609 and 1640. City comedies are particularly good at detailing the perils, thrills, and novel sensoria
of an expanding metropolis. We will use these plays as a testing ground to articulate for ourselves what central
issues have been raised by London-living over the centuries. What was it like to go to an early iteration of a
ARCH 23211. 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 milieu 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): ENST 23321, ARTH 23321, ITAL 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 23921. Literary Scenes of Dwelling. 100 Units.
In this course, we will examine literary scenes of dwelling-such as the labyrinthine home of Kafka’s “The Burrow” or the house of the Man without Qualities in Musil’s novel. We will explore the function of spatial structures beyond their role as passive backdrops. What is their narrative function in a text? To what extent can we rethink dwelling understood in terms of spatial location into dwelling as a mode of action? What does it mean to inhabit a space? How can we conceptualize the role of the guest or the neighbor in inhabiting? How is the relationship between house and nature, home and environment articulated in literary dwellings? What is the relation between dwelling and architecture? What does it mean to inhabit a space? How can we conceptualize the role of the guest or the neighbor in inhabiting? How is the relationship between house and nature, home and environment articulated in literary dwellings? What is the relation between large-scale habitation (in a city, the universe) and small-scale habitation (in a room, in our body)? These and other questions will guide our readings of Hoffmann, Freud, Hofmannsthal, Benjamin, Heidegger, Meyrink, Simmel, Ebeling, Scheerbart, and others. MAPH students welcome. Conducted in English, with LxC option for interested students.
Instructor(s): Margaretta Ingrid Christian Terms Offered: Autumn
Equivalent Course(s): GRMN 39321, GRMN 23921

ARCH 24192. Imagining Pittsburgh’s Common Buildings. 100 Units.
This class is an architectural studio based in the common residential buildings of Pittsburgh and the city’s built environment. (It has been offered for Chicago in other academic years, and may be again in the future.) While design projects and architectural skills will be the focus of the class, it will also incorporate readings, a small amount of writing, some social and geographical history, two required visits to Pittsburgh, and some additional explorations around Chicago. The studio will: (1) give students interested in pursuing architecture or the study of cities experience with a studio class and some skills related to architectural thinking, (2) acquaint students intimately with the common residential buildings and built fabric of a different place, while also comparing that place to our own, and (3) situate all this within a context of social thought about residential architecture, common buildings, housing, and the city.
Instructor(s): L. Joyner Terms Offered: Spring
Prerequisite(s): Consent is required to enroll in this class, for fit and commitment, not prior experience. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience you might have with the course topics.
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 24192
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
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): GEOG 24196, ARTH 24196, ENST 24196, ARTV 20206

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, for fit, not prior experience. 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 UAD studio courses, but intend to take more. Students must attend first class to confirm enrollment.
Equivalent Course(s): ART 20021, 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 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
Prerequisite(s): Consent is required to enroll in this class. Interested students should email the instructor, Geoffrey Goldberg (geoffreyg@ime.com) to briefly explain their interest, and if possible, outline any previous design experience, whether manual or digital. While previous knowledge is not required, both the making and studying of complex shapes is central to the course.
Equivalent Course(s): ARTH 24210, ARTV 20202
ARCH 24220. Anxious Spaces. 100 Units.
This course explores built (architectural), filmic, and narrative spaces that disturb our bearings, un-situate us, and defy neurotypical cognition. In the sense that “angst” is a mode that can be understood as both stalling and generative, we analyze spaces and representations of spaces such as corridors, attics, basements, canals, viaducts, labyrinths, forests, ruins, etc., spaces that are ‘felt’ as estranging, foreboding, in short, anxiety-provoking, in order to understand why—despite or because these topoi are hostile—they are produced, reproduced, and craved. We will pay special attention to abject spaces of racial and sexual exclusivity, sites of spoliation, and of memory and erasure. Among our primary texts are films by Kubrick, Tarkovksy, and Antonioni, and Chytilová, short fiction by Borges, Kafka, Nabokov, and selections from the philosophical/theoretical writings of Bachelard, Deleuze & Guattari, Debord, Foucault, Kracauer, and the edited volume, Mapping Desire, Geographies of Sexuality.
Instructor(s): Malynne Sternstein Terms Offered: Spring
Equivalent Course(s): GNSE 24220, REES 34220, RÉES 24220, GNSE 34220

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 as 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): ARTH 24267, ARTV 24267, ARCH 34267, ARTV 34267, ENST 24267, ARTH 34267, CHST 24267

ARCH 24270. Children & Architecture. 100 Units.
Many who pursue architecture do so initially out of a childlike fascination with buildings, places and worlds. Curiosity and limited understanding naturally provide children with an exploratory relationship to the built environments they traverse, and children also often show a heightened sense of wonder -- heightened emotions of all kinds -- as that relationship plays out. (This can be positive and formative, or scary and traumatic.) And yet, many of the adults who make choices about the worlds we inhabit think mostly of adults, and as adults, in doing so. This architecture studio course investigates the built world through a child’s eyes, across different moments in history, including our own. Readings and seminar discussions will range from playgrounds to blocks, preschools to family relations, swimming pools and sandcastles to the very construction of childhood as an idea. We will explore Chicago, and meet with builders of all ages, likely culminating in designing (and potentially building) a real playground space. While previous experience with architectural skills is not necessary to excel in this course, childlike curiosity is required.
Instructor(s): L. Joyner Terms Offered: Autumn
Prerequisite(s): As with most architecture studio courses offered, consent is required to enroll, for fit, not prior experience. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience you might have with the course topics. Students must attend first class to confirm enrollment. / Please also note that architecture studio courses comprise one 80-minute meeting and one 170-minute meeting per week. Scroll down to see timing.
Equivalent Course(s): ARTH 24270

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): GEOG 23500, ENST 24660, GEOG 33500

ARCH 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course explores the history of one of the world’s largest cities from its origins as the castle town of the Tokugawa shoguns in the early seventeenth century, to its transformation into a national capital and imperial center, and concludes in the postwar era as Tokyo emerged from the ashes of World War II to become a center of global capital and culture. Our focus will be on the complex and evolving interactions between the natural and built environments of the city and politics, culture, and social relations.
two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. We study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, ghettos and extermination and concentration camps. These sites which-once the locations of genocide-are now remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material performance. This course examines the history of public spaces in Mexico since the Spanish Conquest. By 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): ENGL 26270 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 informalidad, 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): LACS 36510, ENST 26511, LACS 26510, HIST 36511, HIST 26511 ARCH 27019. Holocaust Object. 100 Units. In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which-once the locations of genocide—are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity.
In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors’ testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.

Instructor(s): Bozena Shallcross
Terms Offered: Winter
Equivalent Course(s): ANTH 25423, ANTH 35423, REES 27021, AMER 27021, CHST 27021, REES 27021

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

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): GNSE 27307, AMER 27307, HIST 27307, PBPL 27307, EDSO 27307, CHST 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 GIScience that prepares them for more specialized concepts and applications covered in future GIS courses.

Terms Offered: Autumn. Offered 2021-22
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 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 GISScience concepts. Students will be introduced to advanced programming and scripting languages necessary for spatial analysis and GISScience 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 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: Spring 2021-22
Equivalent Course(s): SOCI 30283, SOCI 20283, GEOG 38702, ENST 28702, 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): PBPL 28925, ENST 28925, HLTH 28925

ARCH 29450. Politics and Political Space in Ancient Rome. 100 Units.
Aristotle called human beings “political animals,” suggesting an inherent connection between politics and the human propensity to live in cities. Using the city of Rome as its focus, this course aims to deepen our understanding of how urban spaces are not just backdrops to history but fundamentally shape political power. Focusing on the late Republic and early empire, in the first half of the class we will debate how the Roman forum, Campus Martius, and imperial fora altered the possibilities for political activity—from large public assemblies to restricted, autocratic displays focused on the emperor. We will also explore how “private” or seemingly “apolitical” spaces, such as houses and theaters, were used for the demonstration and negotiation of political and social power. This course will encourage students to use a variety of methodologies and source materials, from...
literary sources to digital archaeology, to construct arguments about the relationships between politics and space. We will also discuss how the lessons of Rome can be applied to battles over the landscapes of modern US cities.

Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): CLCV 24521, CLAS 34521

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): CRES 23128, GNSE 23128, HIST 29506

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