

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 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

Two (2) courses in ARTH and that focus on the built environment *	200
Four (4) courses in ARTH or other departments and that focus on the built environment	400
One (1) 10-to-15-page research paper focusing on the built environment and written for one of the six courses in the minor	
Total Units	600

* One of the courses may be ARTH 29600 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

Architectural Studies collaborates with the University's Career Advancement office to help students identify and fund internship opportunities related to the built environment. Advice on seeking internships is available here (<https://humanities-web.s3.us-east-2.amazonaws.com/arthistory/prod/2019-11/Internships%20architecture%20related%20to%20the%20Built%20Environment.pdf>).

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

demonstrate their power and relevance in a broader context familiar from everyday experience. The course will challenge students to recognize physics concepts in the built structures that make up the urban environment we live in. Chicago is a most appropriate place for this study; it was the birthplace of the first skyscraper, and ever since it has played an internationally celebrated role in pushing the limits of the architectural state of the art. A long succession of renowned Chicago architects and structural engineers has turned this city into a premier laboratory for architectural innovation. Against this backdrop, the course will show how science, and physics in particular, delivers the conceptual foundations that drive current directions in architecture and open up new opportunities.

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

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

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

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

Equivalent Course(s): PHSC 11800, CHST 11800

ARCH 14146. London vs. Nature: Writing Utopia and Dystopia in the Urban Landscape [Creative Writing Arts Core: R. 100 Units.

In this Arts Core course, students will be introduced to a range of the utopian and dystopian fantasies that writers have produced in response to the metropolis of London as the imperial epicenter of manufactured ecologies, from the late nineteenth century through the present day. They will study early responses to modernism and modernization in the city by figures like William Blake, Frederick Engels, Henry James, Ezra Pound, and Virginia Woolf before moving on to contemporary writers such as R. Murray Schafer, who apprehends the city through "earwitnessing" of noise pollution, and Bhanu Kapil, who recalls the race riots of the 1970s against the backdrop of the Nestle factory on the site of King Henry VIII's hunting grounds. Students will be exposed first-hand to how London is read by writers confronting planetary and political crisis through meetings with living publishers, authors, and art collectives like the Museum of Walking, grappling with the continual metamorphosis of the landscape-and through a sequence of on-site visits and psychogeographical experiments, they will have the opportunity to respond to the city in their own writing across a range of genres. (Arts Core)

Instructor(s): Jennifer Scappettone Terms Offered: Autumn

Prerequisite(s): Acceptance to the London Study Abroad Program.

Equivalent Course(s): CRWR 12146

ARCH 15705. Introduction to the Built Environment. 100 Units.

TBD

Instructor(s): STAFF Terms Offered: Spring

Note(s): This course and ARCH 20700 overlap significantly in materials and activities, and students should plan to take only one of the two. They are offered at the 100- and 200- level respectively to satisfy student needs, but should otherwise be considered the same. This course and ARCH 10700 overlap significantly in materials and activities, and students should plan to take only one of the two. They are offered at the 200- and 100- level respectively to satisfy student needs, but should otherwise be considered the same.

Equivalent Course(s): ARTH 15705

ARCH 16807. Islamic Art and Architecture, 7th-13th C. 100 Units.

Throughout the history of Islam, artists and architects have sought inspiration in the earlier periods of Islamic art and architecture. This course explores the first six centuries of Islam's rich visual heritage. Learn to recognize major stylistic variations in Islam's medieval mosques, memorials, and palaces, as well as manuscripts, ceramics, and textiles. Learn to describe these variations in relation to differing models of piety and political legitimacy, as well as to production techniques and markets. Understand how all of the above changed in relation to the changing map of the Islamic world and the fluctuating vibrancy of trade routes linking China, India, Africa, and Europe.

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 16807

ARCH 16809. Islamic Art and Architecture, 14th to 21st Centuries. 100 Units.

Islamic art and architecture are often thought of as medieval -- and indeed they first blossomed in the medieval world. However, many of Islam's best known monuments, from the Selimiye Mosque to the Taj Mahal, were

actually made in the age of the Islam's early modern empires. This course explores early modern Islamic arts and architecture through lenses of power, piety, and trade. It also traces legacies of early modern Islamic art and architecture in modern and contemporary visual creativity.

Instructor(s): P. Berlekamp 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): NEAA 10631, ARTH 16809

ARCH 16910. Modern Japanese Art and Architecture. 100 Units.

This course takes the long view of modern Japanese art and architecture with a focus on the changing relationships between object and viewer in the 19th and 20th centuries. Beginning in the late eighteenth century with the flowering of revivalist and individualist trends and the explosion of creativity in the woodblock prints of Hokusai and others, we will then turn to examine Western-style architecture and painting in the late nineteenth century; socialism, art criticism, and the emergence of the avant garde in the early twentieth century. Also covered are interwar architectural modernism, art during World War II, and postwar movements such as Gutai and Mono-ha. No familiarity with art history or Japan is required.

Instructor(s): C. Foxwell 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 16910, EALC 16911

ARCH 17305. The Acropolis of Athens. 100 Units.

This course offers an introduction to the monuments of the Acropolis of Athens and their various afterlives. We will begin with the rock itself and the ancient structures built upon it. Focusing especially on the major monuments of Periklean Athens - including the Propylaia, the Erechtheion, and above all the Parthenon - we will study their architecture and sculptural decoration, situating them in the artistic, religious, and political contexts in which they gained meaning. We will follow the history of these monuments through the end of antiquity and into the Byzantine and Ottoman periods. The controversy surrounding the removal of the so-called "Elgin Marbles" in the early 19th century will launch us into a consideration of the Acropolis' enduring place in modernity, and we will examine how the Acropolis' monuments have come to take on new forms of signification through lenses as varied as Freudian psychology, European nationalism, cultural heritage management, and disability studies (among others). Our class discussions will be complemented by multiple visits to collections and monuments in Chicago, where we will trace the local influence of the Acropolis and even encounter one of its fragments.

Instructor(s): S. Estrin Terms Offered: Winter

Note(s): Instructor's consent is required.

Equivalent Course(s): CLCV 20522, ARTH 17305

ARCH 17720. Material Energies: Iron, Architecture, and Environment. 100 Units.

This course will revisit a familiar topic in the history of architecture-the rise of iron construction-through the lens of the intersecting social, environmental, and political crises of our present moment. Though iron's history extended back millennia, the scale of its manufacturing was always severely constrained by the amount of energy its production required. This changed once coal was applied to the production process beginning in the eighteenth century. Transformed from an expensive, specialty material towards an object of mass consumption, iron's application-from stoves to street furniture to architecture to railways-began redefining the material consciousness of the nineteenth century. Its expanding presence offered tangible evidence of a fossil fuel economy that had begun to reshape nature in its own image. As iron began reshaping the material world, how did it change the mentalities and expectations of those who experienced its unnatural growth? This course will examine a range of sites and episodes that describe iron's social and environmental costs, the complex history of its manufacture, and its consequences on a series of telescoping scales-artifact, structure, ornament, and infrastructure. Through the examination of case studies and material artifacts-including the rise of iron construction and ornamentation in Chicago-we will explore how iron both shaped and was shaped by debates around industrial labor, economic growth, and colonial expansion.

Instructor(s): A. Bierig Terms Offered: Autumn

Equivalent Course(s): ARTH 17720

ARCH 17721. Groundwork: Infrastructure, Aesthetics, and the Built Environment. 100 Units.

Infrastructures are conduits; they carry physical things like water, people, commodities, energy, and waste. But despite appearances, infrastructures are anything but neutral. Pipes, wires, and roads also carry beliefs about how the world should work and for whom it should function, designs that fix into place ideas about commercial circulation, social care, political representation, spatial organization, and economic development. This course will provide a thematic overview of the constructed networks that support the modern built environment, while simultaneously considering the social, spatial, and aesthetic implications of these encompassing systems. Through a historical survey of critical sites-the road, the bridge, the sewer, the mine, and the grid, among others-students will gain a sense of where these systems came from and how they have shaped expectations about our changing relationship with the natural environment.

Instructor(s): Alexander Bierig Terms Offered: Winter

Equivalent Course(s): ARTH 17721

ARCH 17915. Women's Work. 100 Units.

As a haptic art, an art experienced through touch as well as the other senses, architecture operates at multiple scales: that of hand, building, city. The scale of the hand gives the most direct access to architecture and its furnishings: think of a handrail, a chair, a textile, a brick pattern, a wood detail. This is the realm of craft in architecture and was, for decades, the realm inhabited and ruled by women practitioners. Women designed furniture, made drawings, wove textiles, produced pottery and glasswork as a means of expression within the male world of architectural practice. As an introduction to the study of architecture, craft entails applying principles of proportion, scale, tactility, precision, materiality and assembly; in this way, craft is a microcosm of architecture. Through a series of projects and readings centered around the craft arts and the women who advanced them, this studio course will introduce students to small-scale making and translate that process to larger scales. Students will undertake three projects: (1) a small work of craft and a set of orthographic drawings describing the making process, (2) a design for a work space for a craft, and (3) a series of analytical drawings linking a work of architecture back to a traditional craft.

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

Prerequisite(s): Consent only

Equivalent Course(s): GNSE 17915, ARTH 17915

ARCH 20000. Understanding the Built Environment. 100 Units.

This course aims to equip students with the basic skills and knowledge required to analyze architecture and the built environment. It offers an introduction to the methods and procedures of the architectural historian. These include practical tasks such as understanding architectural terminology, reading and interpreting architectural drawings, engaging with buildings "on site," and studying buildings in urban context, relative to surrounding buildings, street networks and public spaces. At a broader level, the course will entail critical discussion about the relationship between architecture and society, the building as a historically specific object that also changes over time, the cultural representation of architecture, and modes of perceiving/experiencing the built environment.

Instructor(s): Wei-Cheng Lin Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment. Please note that the course entails an 80-minute meeting on Tuesdays and a 170-minute meeting on Thursdays. The long meetings accommodate off-campus field trips and allow for some travel time. Field trips will be scheduled so students can get back to campus for classes starting at 12:30.

Equivalent Course(s): CHST 20700, ARTH 30700, ARTH 20700

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. In this course we examine how the development in and of cities - in the US and around the world - can be sustainable, especially given predictions of a future characterized by increasing environmental and social volatility. We begin by critiquing definitions of sustainability. The fundamental orientation of the course will be understanding cities as complex socio-natural systems, and so we will look at approaches to sustainability grouped around several of the most important component systems: climate, energy, transportation, and water. With the understanding that sustainability has no meaning if it excludes human life, perspectives from both the social sciences and humanities are woven throughout: stewardship and environmental ethics are as important as technological solutions and policy measures.

Instructor(s): Winter: Staff, Spring: Evan Carver Terms Offered: Spring Winter

Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.

Equivalent Course(s): GLST 20150, ENST 20150, PBPL 20150

ARCH 20160. Cities on Screen. 100 Units.

How do the movies shape our collective imagination about cities? Why do we so often turn to them for visions of disaster and dystopia, on the one hand, or a futuristic utopia on the other? How has film responded to cities in the past, and how can it help investigate our present urban condition? How can film be understood as a tool for exploring what a city is? In this seminar, we will watch and discuss feature films in which the built environment or urban issues play important roles. Students will improve their film literacy -- learning not just what a film does but how it does it -- and understand applications for film in the analysis of social, spatial, temporal, and immersive phenomena, as well as how it can help inspire and communicate design more effectively.

Instructor(s): Evan Carver Terms Offered: Spring

Equivalent Course(s): ENST 20160

ARCH 20170. Pandemics, Urban Space, and Public Life. 100 Units.

Much of the cultural vibrance, economic strength, and social innovation that characterizes cities can be credited to their density. Put simply, cities bring people together, and togetherness allows for complex and fruitful exchange. But togetherness also brings risks, notably from infectious disease. A pandemic feeds on propinquity. "Social distance," while a short-term public health imperative, is antithetical to the very idea of the urban. In this seminar, we will explore these competing tensions in light of current and past disease outbreaks in urban settings. Drawing on a range of texts from history, design theory, sociology, and anthropology, as well as cultural artifacts like film, graphic memoir, and photography, we will engage questions like: How are the risks of contagion balanced with the benefits of density? How are such risks distributed throughout society?

What creative responses have architects, urban designers, and planners brought to this challenge? Most importantly, how can we respond constructively to the challenge of pandemic to create cities where the benefits of togetherness are maximized, perhaps even improved on compared with the pre-outbreak condition? Students will have the opportunity to propose design or policy interventions to help their own communities respond to the coronavirus/COVID-19 crisis, return to a vibrant post-pandemic life, and prepare for the pandemics of the future.

Instructor(s): Evan Carver Terms Offered: Autumn Spring

Equivalent Course(s): ENST 20170, HLTH 20170, GEOG 20170, PBPL 20170

ARCH 20180. Writing the City. 100 Units.

How do great writers convey sense-of-place in their writing? What are the best ways to communicate scientific and social complexity in an engaging, accessible way? How can we combine academic rigor with journalistic verve and literary creativity to drive the public conversation about urgent environmental and urban issues? These are just some of the questions explored in WRITING THE CITY, an intensive course dedicated to honing our skills of verbal communication about issues related to the built and natural environments. Students will research, outline, draft, revise, and ultimately produce a well-crafted piece of journalistic writing for publication in the program's new annual magazine, Expositions. Throughout the quarter we will engage intensely with a range of authors of place-based writing exploring various literary and journalistic techniques, narrative devices, rhetorical approaches, and stylistic strategies.

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.

Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.

Equivalent Course(s): ENST 20180

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 20501. The Cosmopolitan Form. 100 Units.

Taught in conjunction with the exhibition *The Metropol Drama*, scheduled to open at the Smart Museum of Art, this class will investigate the conception and place of the cosmopolitan in the monetary and aesthetic economies of the 19th and 20th century. The class will engage with the city of Paris both as case study and antecedent of our conception of cosmopolitan with site visits and meetings with artists, curators and others. In the 19th century, Paris was the origin point for a set of specific cultural currents that combined together to make something new, perverse and alive - before their subsequent fracturing at the end of the twentieth century. The class readings will circle around works by Honore de Balzac, who wrote in *The Human Comedy* at length about the new invention of the "modern" bureaucracy and Guy Debord, whose mid 20th century writings as part of Situationist International understood the performance of city life in radically different ways. These will be joined by discussions on texts economic, philosophical and sociological from thinkers such as William Davies, Harald Szeemann, Dave Hickey and Richard Sennett.

Instructor(s): G. Oppenheimer Terms Offered: Spring

Equivalent Course(s): ARTV 20501

ARCH 20506. Cities, Space, Power: Introduction to urban social science. 100 Units.

This lecture course provides a broad, multidisciplinary introduction to the study of urbanization in the social sciences. The course surveys a broad range of research traditions from across the social sciences, as well as the work of urban planners, architects, and environmental scientists. Topics include: theoretical conceptualizations of the city and urbanization; methods of urban studies; the politics of urban knowledges; the historical geographies of capitalist urbanization; political strategies to shape and reshape the built and unbuilt environment; cities and planetary ecological transformation; post-1970s patterns and pathways of urban restructuring; and struggles for the right to the city.

Instructor(s): N. Brenner Terms Offered: Winter

Equivalent Course(s): PLSC 20506, CHSS 30506, ENST 20506, CCCT 30506, PLSC 30506, SOCI 30506, CHST 20506, SOCI 20506, HIPS 20506, KNOW 30506

ARCH 20685. Material Narratives. 100 Units.

This studio course explores architecture and design-thinking through the lens of materials. We will examine the physical, historical, social, environmental, aesthetic, and emotional properties of materials, investigate design strategies used to realize materiality in buildings, and dive deeper into understanding the material motivations of a building's author. Course topics are organized thematically by type of material: stone/masonry, wood/steel, concrete, glass, and innovations in material technology. We will turn input to output through a series of creative, hands-on exercises designed to introduce the concepts of scale, aggregation, manipulation, abstraction, and representation. Design studies will build off each other to culminate in a final architectural project—the materialization of a narrative from a poem, a film, a song, a memory... Texts, case studies, discussions, and trips will underpin and enrich the studio work.

Instructor(s): S. Park Terms Offered: Spring

Prerequisite(s): consent only

Equivalent Course(s): ARTH 20685

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): ARTH 20692, HIST 25711, NEHC 20692, NEHC 30692

ARCH 21300. (Re)Branding the Balkan City: Comtemp. 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 Hercegovina, 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): ARTH 31333, BCSN 31303, BCSN 21300, GLST 21301, ARTH 21333, REES 31303, HIST 24008, REES 21300

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

ARCH 22123. Eco-poetics: Literature and Ecology. 100 Units.

This course will introduce students to recent debates in the environmental humanities and simultaneously to a range of creative responses across fiction, documentary, poetry, and the visual arts spurred by the effects of what has come to be called the Anthropocene epoch (despite substantive challenges to the term that we will address)—in a period of perceived grave environmental crisis. Students will be asked to respond critically to the works at hand, but also to conduct their own research and on-site fieldwork in Chicago on an environmental issue of their choosing. Students must be available for several field trips. (20th/21st) Undergraduates must email Prof. Jennifer Scappettone for consent.

Instructor(s): Jennifer Scappettone Terms Offered: Winter

Equivalent Course(s): ENGL 32123, ARTH 22123, ARTH 32123

ARCH 22211. Riding about the South Side. 100 Units.

This course is based on bicycling through the South Side neighborhoods surrounding the University of Chicago. There will be some readings, but the primary input will be from riding—from seeing things at street level and

speaking with people who are committed to living in places that often have been abandoned by others. We can read and theorize about the community surrounding us, but the premise in this class is that our work should begin with experience in that world, with direct contact and in conversation. My approach in this class is less to teach than to lead you to where things are waiting to be learned and to people who can teach you about their world better than I. Some of the themes we will cover include land rights and exploitation, architecture, town planning, placemaking, urban farming and ecology, sustainability, grass roots organization, labor rights and exploitation, immigration, social work, and street art. Each ride is organized around a set of key concerns and includes a conversation with a local insider who can help us better understand them.

Instructor(s): William Nickell Terms Offered: Autumn

Equivalent Course(s): CHST 22211, KNOW 22211, ENST 22211

ARCH 22322. Sensing the Anthropocene. 100 Units.

In this co-taught 3-week and in-person course between the departments of English (Jennifer Scappettone) and Visual Arts (Amber Ginsburg), we will deploy those senses most overlooked in academic discourse surrounding aesthetics and urbanism—hearing, taste, touch, and smell—to explore the history and actuality of Chicago as a site of anthropogenic changes. Holding our classes entirely out of doors, we will move through the city seeking out and documenting traces of the city's foundations in phenomena such as the colonization of the ancestral homelands of the Three Fires Confederacy and trade routes of many other indigenous groups; the filling in of swamp; the redirection of the river; and the creation of transportation and industrial infrastructure—all with uneven effects on human and nonhuman inhabitants. Coursework will combine readings in history and theory of the Anthropocene together with examples of how artists and activists have made the Anthropocene visible and audible, providing forums for experimental documentation and annotations as we draw, score, map, narrate, sing, curate and collate our sensory experience of the Anthropocene.

Instructor(s): A. Ginsburg, J. Scappettone Terms Offered: Autumn

Prerequisite(s): Third or fourth-year standing.

Note(s): This intensive three-week course meets out of doors from September 27 through October 17. Graduate registration by Consent Only.

Equivalent Course(s): ENST 27700, CHST 27200, ENGL 27700, ARTV 22322, ARTV 32322, ENGL 47700, BPRO 27200

ARCH 22606. Renaissance on Foot. 100 Units.

This course traces the movements of foreigners who explored, imagined, represented, and reinterpreted the Italian Renaissance from the late sixteenth century to the Enlightenment. In texts and images, both Italian and transalpine visitors began to construct our modern understanding of Renaissance urban culture, its monumental achievements, its artistic, economic, and political experiments, and its heroic failures, while they also began to tell the story of its inevitable decline and ultimate descent into decadence. In many ways these narratives of the Renaissance began their own complementary itinerary across Europe, detached from the rough and tumble conflicts in which it was born and entering into a discursive realm of increasingly erudite reflection by travellers from all over Europe.

Terms Offered: Autumn

Note(s): This is a 3-week long traveling seminar. The course has a trip to Italy.

Equivalent Course(s): ARTH 32606, ARTH 22606

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 remodeling the city for the modern age. A wide range of primary sources will be used, including visual sources (notably paintings, political cartoons and caricatures, and maps).

Instructor(s): C. Jones Terms Offered: Winter

Prerequisite(s): Students taking FREN 22619/32619 must read French texts in French.

Equivalent Course(s): HIST 32610, ENST 22610, HIST 22610, FREN 22619, FREN 32619

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

ARCH 23210. Urban Core in Paris. 100 Units.

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

Instructor(s): L. Auslander Terms Offered: Winter

Prerequisite(s): Admission to the Paris: Social Sciences Urbanism program

Equivalent Course(s): ENST 23210, HIST 23210

ARCH 23517. Introduction to Critical Spatial Media: Visualizing Urban, Environmental, and Planetary Change. 100 Units.

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

Instructor(s): Alexander Arroyo, Grga Basic Terms Offered: Spring Winter

Equivalent Course(s): DIGS 23517, ARTV 20665, ENST 23517, MAAD 13517

ARCH 23835. 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.

Instructor(s): Alan L. Kolata Terms Offered: Winter Winter 2023 in Paris

Prerequisite(s): Admission to the Winter 2023 Paris Program

Note(s): Undergraduates only

Equivalent Course(s): ANTH 23825, ENST 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: Spring

Note(s): Consent is required to enroll in this course. Interested students should email the instructor (Luke Joyner, lukejoy@uchicago.edu) to briefly explain their interest and any previous experience with the course topics.

Students must attend first class to confirm enrollment.

Equivalent Course(s): AMER 24190, ENST 24190, ARTV 20210, ARTH 24190, GEOG 24190

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

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

using real observations and factors (and even spontaneous impulse) to complicate and rebuild your vision into something lovelier.

Instructor(s): L. Joyner Terms Offered: Winter

Note(s): Consent is required to enroll in this class. Priority will be given to students who have completed ARTH 24190.

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

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: Autumn

Prerequisite(s): Consent only

Note(s): 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 24196, ARTV 20206, ENST 24196, GEOG 24196

ARCH 24199. The Life of Buildings. 100 Units.

This course will examine the life of buildings-- how they perform, evolve, and adapt over time. How do particular design decisions influence human experience and behavior? Which parts of the building align with its intended use and what are surprising outcomes or changes? These questions aim to provide students with a deeper understanding of the built environment and the series of decisions that shaped them. Through readings, surveys, site visits, and conversations with architects and building users, we will measure and examine the spaces around us. Students will begin with a series of short analysis and design exercises and create short films, projective collages and diagrams, and architectural concept models. Building on our collective observations, research, and analysis, we will then finish with a final project where we respond to an existing building and propose an alternate life path. The format of the course is part-seminar, part-studio that aims to equip students with practical tools and strategies needed to shape our world and account for the long-term impact of design.

Terms Offered: Winter

Equivalent Course(s): ARTH 24199, CHST 24199

ARCH 24206. Cultural Cartography of Bronzeville. 100 Units.

The city continually erases itself, replacing the spaces, architectures, objects and activities that resonate in the memory of its inhabitants. While this process is the consequence of familiar forces - capitalist development, socio-cultural changes, environmental responses - the phenomenon of perpetual erasure sometimes produces a form of collective amnesia, interfering with our ability to reconcile with our pasts, especially histories of systemic displacement, exclusion, and exploitation. This course, a hybrid of a seminar and studio, will examine the deep cultural and urbanistic implications of Chicago's Bronzeville. Via poetry, fiction, history, testimony, interviews, photography, and films, students will recover Bronzeville's layered history and contemporary implications. In the studio, students will develop drawings to connect these narratives so space and time. Via site visits and conversations, this course will connect with artists, architects and researchers currently completing projects within and adjacent to this area of the city.

Instructor(s): A. Schachman Terms Offered: Spring

Note(s): Instructor's consent is required.

Equivalent Course(s): ARTH 24206

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 34220, REES 24220, REES 34220, GNSE 24220

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.

Note(s): The course is visiting the City Museum in St. Louis (a multi-story, artist-built playground for children and adults that defies description) for one day in advance of the course.

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

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. not offered in 2022-23

Note(s): This course counts towards the ENST 4th year Capstone requirement. This course offered in even years.

Equivalent Course(s): ENST 24660, GEOG 23500, GEOG 33500

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

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

Instructor(s): Michael Conzen Terms Offered: Winter

Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.

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

ARCH 25027. Infrastructure Histories. 100 Units.

Dams, sewers, container ships, water pipes, power lines, air conditioning, and garbage dumps: the critical infrastructures that enable modern life are so often invisible, except when they fail. This course explores the historical role of infrastructure as a set of planet-spanning systems of resource extraction and crucial conduits of social and political power. Looking at cases from apartheid South Africa and the Suez Canal to Mumbai and Chicago itself, we will consider the relationship of infrastructure with capitalism, settler colonialism, and postcolonial development. We will see how forms of citizenship and exclusion have been shaped and negotiated via wires, leaky pipes, and improvised repairs, and we will consider perhaps the biggest question of all: In this age of ecological crisis, do energy-guzzling infrastructural systems have a strange form of more-than-human agency all of their own?

Instructor(s): L. Chatterjee Terms Offered: Autumn

Note(s): Assignment: a long paper

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

ARCH 25401. Cities in Protest. 100 Units.

Long considered as condensers of social interaction, cities are here examined as to their response under significant public protest. Such events are understood as "stress-tests" to conventional urban theory as they alter, if only temporarily, previously understood conventional relationships of public and private domains. The project then is to document, assess, and understand those changes. Initial work focuses on documentation of protests using architecturally-based techniques, to provide clearer understanding and materials for comparison and discussion. Attention is on the year of 1968, a time when many cities were taken over by conflagrations. Drawings and digital models are to be prepared from detailed review of photographs, news reports and histories to document the events. A second area of investigation involves representation and how differing techniques of graphic projection impacts our understandings. A range of representational strategies are to be compared and assessed as to how they respond to the changes in urban spatialities engendered by protests. Work then concludes with individual investigations of more contemporary protests, identified and discussed together.

Instructor(s): G. Goldberg Terms Offered: Winter

Prerequisite(s): As with most architecture studio courses offered, consent is required to enroll. Work will include exploring representation so design or drawing experience strongly preferred. Please contact Prof. Goldberg directly (gg@g2a2.com) to request consent.

Note(s): 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): AMER 25401, ARTH 25401, ARTV 20030, ENST 25401, CHST 25401

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): Evan Carver Terms Offered: Winter

Equivalent Course(s): PBPL 26005, ENST 26005, GEOG 26005

ARCH 26008. Historic Preservation Studio. 100 Units.

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

Instructor(s): Emily Talen Terms Offered: Spring, not offered in 2022-23

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

ARCH 26075. South Asian Sensoriums. 100 Units.

What is a 'sense'? How do we attune, coordinate, and interpret our senses and the information that we receive through them? How do we structure and shape the world around us for and through the senses? We will address these questions by diving into the multi-sensory worlds of South Asia-a region that includes the present states of India, Pakistan, Afghanistan, Bangladesh, Nepal, Tibet, Bhutan, and Sri Lanka-and learning how peoples of the region have theorized and employed the senses to understand and shape their aesthetic, social, and religious worlds. We will taste spices, smell fragrances, listen to music and street sounds, 'visit' temples, mosques, and museums, read literary, philosophical, and religious texts, and view works of visual and sculptural art in order to better understand which aspects of sensory experience are indeed 'universal' and which are conditioned by history and culture.

Instructor(s): Tyler Williams Terms Offered: Spring

Equivalent Course(s): SALC 26075, SIGN 26075

ARCH 26100. Roots of the Modern American City. 100 Units.

This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required. This course is part of the College Course Cluster, Urban Design.

Instructor(s): M. Conzen Terms Offered: Autumn. Offered 2021-22

Note(s): This course offered in odd years.

Equivalent Course(s): HIST 28900, HIST 38900, ENST 26100, GEOG 26100, GEOG 36100

ARCH 26280. Site-Based Practice: Choreographing The Smart Museum. 100 Units.

This course gives students the unique opportunity to create a collaborative, site-based work that culminates in a final performance at UChicago's Smart Museum of Art. Using embodied research methods that respond to site through moving, sensing, and listening, we'll explore the relationship between the ephemerality of movement and the materiality of bodies and place, and consider how the site-based contexts for dance shift how it is perceived, experienced, and valued. Our quarter-long creation process will begin with a tour of the Smart Museum, guided by curators and members of the Public Practice team, that will provide context to the museum's exhibitions, programming, and its relationship to geography and community. Assigned readings, viewings, and conversations with guest artists will delve into the relationship between dance and the sites where it happens, including museums-from the material relationship between bodies, objects, and architecture to the digital flows of choreography online.

Instructor(s): J. Rhoads Terms Offered: Winter

Equivalent Course(s): TAPS 36280, ARTV 30027, ARTV 20027, CHST 26280, TAPS 26280

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): LACS 25322, ENST 26322, HIST 26322

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

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: TBD

Equivalent Course(s): HIST 33413, ANTH 23910, HIST 23413, ANTH 35035, REES 27019, REES 37019, JWSC 29500

ARCH 27307. Schools and Space: A Chicago History. 100 Units.

This course fuses urban and educational history into a two-century case study of Chicago. When the Chicago Public Schools closed fifty schoolhouses in 2013, many stressed the links between public education, uneven neighborhood investment, and racial segregation. But this episode was part of a longer regional history of how metropolitan development, labor markets, and anxieties over migration affected educational policy. The course stresses the relationship between educational policy and the politics of urban development, gender, and race. Schools were sites of gendered work, for the women who operated them and for the children who navigated the moral and vocational paths laid for their futures; meanwhile, the rise of racial ghettos had an enduring impacts on educational inequity and the shape of African American political life. Over the time span covered by the course, the United States became an indisputably "schooled" society, and Chicago was a leading indicator of national trends. Key historic episodes in American education-the rise of the modern high school, the birth of progressive education, the origins of teachers' unions, the Catholic encounter with race, the fragmentation of suburban school districts, the civil-rights critique of de facto school segregation, the pronounced "failure" of urban education, and the triumph of choice-and-accountability reforms, and the teacher-led resistance that followed-are especially well-illustrated by this course's focus on Chicago.

Instructor(s): N. Kryczka Terms Offered: Winter

Note(s): This course combines lecture with discussions of primary sources and secondary literature each week, beginning with the one-room, log-stable schoolhouses of the antebellum Illinois prairie and ending with the nation's first charter-school teacher strikes in 2018. In addition to composing a research paper on a chosen school or school policy, students will take a field trip to local schoolhouses, reading the city's urban history through its educational architecture.

Equivalent Course(s): EDSO 27307, HIST 27307, GNSE 27307, PBPL 27307, CHST 27307, AMER 27307

ARCH 27506. Changing America in the Last 100 Years. 100 Units.

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

Instructor(s): Michael Conzen Terms Offered: Winter

Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.

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

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 27800. 'Conserving Active Matter' - Strategies in Contemporary Art (Suzanne Deal Booth Conservation Sem) 100 Units.

Conserving contemporary art is a complex activity. This course raises questions about the goal of conservation in various media (painting, sculpture, and variable media) as well as in artistic movements since the 1960s, when the notion of authenticity and originality shifted. Conservation today is not limited to the treatment of the physical artwork; it demands an open dialogue with the varying stakeholders: the artist, collector, fabricator, curator, gallerist, dealer, shipper, art handler, as well as with other specialized conservators. The course also examines various models of artist estates, archives, and artist interviews, responding to the inevitable consequences of contemporary art without the artist.

Instructor(s): C. Scheidemann Terms Offered: Spring

Prerequisite(s): This course will be registered only with instructor consent. Consent requests must include why the student is interested in taking the course, any previous experience they have with the course topics, and how they envision contributing toward the conservation initiative's goal of diversifying the field of conservation and conservation science.

Equivalent Course(s): MENG 20210, ARTH 37800, MENG 30210, ARTH 27800

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 2022-23

Equivalent Course(s): GISC 38100, GISC 28100

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): Bae, Crystal Terms Offered: Winter 2022-23

Prerequisite(s): GISC 28100/GISC 38100. Students must receive a grade of C or higher in GIS I in order to register for this course.

Equivalent Course(s): GISC 28200, GISC 38200

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.

Terms Offered: Spring 2022-23

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): GISC 28300, GISC 38300

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): C. Bae Terms Offered: Spring Summer. Spring 2023; Summer 2023

Equivalent Course(s): ENST 28702, SOCI 20283, GISC 38702, SOCI 30283, GISC 28702

ARCH 28800. History of Cartography. 100 Units.

This course offers a grand overview of the key developments in mapmaking throughout history worldwide, from pre-literate cartography to the modern interactive digital environment. It looks at the producers, their audience, the technologies and artistic systems used, and the human and global contexts in which they developed. The course also draws on the extensive map collections of Regenstein Library.

Instructor(s): Michael Conzen Terms Offered: Spring

Equivalent Course(s): GISC 28800, GISC 38800

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, PBPL 28925, ENST 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.

Instructor(s): Greg Valdespino Terms Offered: Winter

Note(s): This course counts as a Concepts Course for GNSE majors

Equivalent Course(s): HIST 29506, CRES 23128, GNSE 23128

ARCH 29600. Doing Art History. 100 Units.

The aim of this seminar is to deepen an understanding of the discipline of art history and its research methods. 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. Ward 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

