PROGRAM OF STUDY

The study of art history encompasses the visual art, architecture, and material culture of a wide range of regions and historical periods. Art history courses develop students' skills in visual analysis, interpretation of images and texts, use of historical sources, and engagement with scholarly debates. So conceived, the study of art is an element of a general, liberal arts education; the skills of analytical thinking, logical argument, and clear verbal expression necessary to the program are basic to most fields. While maintaining the University of Chicago's traditional emphasis on the life of the mind, the major in art history prepares students for advanced study at the graduate level as well as for a wide array of careers involving visual acuity, design, research, and analysis.

Within the Department of Art History, courses at the 10000 level meet the general education requirement in the arts. Majors and minors are strongly encouraged to take at least one 10000-level course to meet their general education requirements. To meet their art history degree requirements, majors and minors can count an additional two 10000-level courses. Upper-level (20000-level) courses may take a relatively broad or narrow approach to particular periods, places, themes, or issues, or may deal with theoretical questions. The usual prerequisite for 20000-level art history courses is consent of instructor or any 10000-level course in art history or visual arts.

GENERAL EDUCATION COURSES

Any of these 10000-level courses is an appropriate choice for any undergraduate to meet the general education requirement in the arts. None presuppose prior training in art.

Introduction to Art

ARTH 10100 Introduction to Art develops basic skills in the analysis and critical enjoyment of a wide range of visual materials. Issues and problems in the making, exhibition, and understanding of images and objects are explored through classroom discussion of key works, critical reading of fundamental texts, visits to local museums, and writing.

Survey Courses

ARTH 14000 through 16999 - discuss major monuments of world art and architecture in the context of broad chronological and geographic categories and in relation to broad questions concerning the role art plays in individual, societal, and institutional settings.

- ARTH 14000 through 14999 - address Western art in Antiquity, the Middle Ages, and the Renaissance.
- ARTH 15000 through 15999 - address Western art from the early modern period to the present day.
- ARTH 16000 through 16999 - address the art of Africa, Asia, Latin America, and/or the Middle East.

Art in Context Courses

- ARTH 17000 through 18999 - introduce students to a well-defined issue, topic, or period of art in depth; at the same time, these courses explore issues of creativity, communication, and value in a series of concrete case studies.

Students who have taken at least one course in art history or visual arts, or who have equivalent nonacademic experience, may elect to take an advanced lecture course, numbered from 20000 to 29999. The usual prerequisite is consent of instructor or any 10000-level course in art history or visual arts. The 20000-level art history courses investigate the arts of specific periods and places from a variety of perspectives. Some courses embrace large bodies of material defined by national culture; others follow developments in style, iconography, and patronage as they affect works in selected media.

MAJOR IN ART HISTORY

The BA in art history furnishes students with a broad knowledge of art, including architecture, even as it provides an opportunity for the complementary, intensive study of an area of special interest. The basic components of the concentration are: a Special Field, devised in consultation with departmental instructors and the Director of Undergraduate Studies (DUS); a distribution of courses outside the special field; at least two research papers in art history (emerging from ordinary course work in the department); and a seminar on art-historical methods and issues. Fourth-year students who wish to pursue honors in the major conduct independent research on a topic of their own devising, producing a BA Paper with the guidance of a faculty member and a graduate preceptor.

PROGRAM REQUIREMENTS

All art history majors are encouraged to take one course in art history at the 10000 level to fulfill their general education requirement in the arts. Students can count an additional two courses at the 10000-level for the major. These courses are useful preliminaries to advanced work, and it is therefore strongly recommended
that students take 10000-level courses as early as possible in their undergraduate careers. Note: Students who have formally declared the major in art history are guaranteed admission to 10000-level courses by notifying the instructor in advance.

THE STANDARD CURRICULUM

Ten courses are required for the art history major. The ten courses can include two at the 10000 level. The rest should be at the 20000 level or above.

The standard formula for requirements in the major goes by the sobriquet “4-3-2-1.” All art history majors must complete the following:

• **Four courses at the 20000 level to meet a distribution requirement** within the department. Questions about distribution requirements should be brought to the Director of Undergraduate Studies. Courses should be selected for maximal geographical, chronological, cultural, and methodological diversity, and for minimal overlap with the Special Field.

• **Three courses in a Special Field.** Students develop the Special Field in consultation with departmental instructors and the Director of Undergraduate Studies. Because Special Fields reflect the interests of individual students, they range widely in topic, approach, and scope. Reading courses with art history faculty may be used to pursue specific questions within a Special Field. For more on the Special Field, see [SpecialField](http://collegecatalog.uchicago.edu/thecollege/arthistory/#Special%20Field%20Major) below.

• **Two courses as free electives.** Courses outside the Department of Art History that relate directly to the Special Field are eligible to meet this requirement by petition to the Director of Undergraduate Studies.

• **One methods seminar:** ARTH 29600 Doing Art History. Students are expected to take this course in their second or third year.

Two research papers of 10–15 pages, are also required for the art history major. See Research Papers below.

In all of the above cases, graduate seminars at the 40000 level may count toward requirements in the major. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.

Students wishing to pursue honors in the major have additional requirements, described below under Honors.

SPECIAL FIELD

The Special Field is developed by the student in consultation with instructors and the Director of Undergraduate Studies, and may take various forms. It may be defined with reference to a civilization, a chronological period, a nation-state, a cultural institution, or a suitable combination; it may be conceptual in character (e.g., art and the history of science, urban history, geography, gender and sexuality studies); it may combine historical, critical, and theoretical perspectives (e.g., politics and visual art in the twentieth century); it may be based in a particular medium or class of object (e.g., the built environment, tomb assemblages, or prints); it may combine historical and studio-practice courses (e.g., DoVA, CMST, TAPS, Music) to explore interrelations (e.g., art and dance). In many cases, courses outside the Department of Art History will be directly relevant to the Special Field; up to two such courses may be counted toward the major as free electives to complement the Special Field.

For those writing a BA Paper, the topic normally develops from the Special Field and allows for further study in the Special Field through independent research and writing.

A proposal for the Special Field, in the form of a written petition, must be received by the Director of Undergraduate Studies and approved no later than the end of a student’s third year. It is strongly recommended that students complete at least two courses in their Special Field by the end of their third year. The Special Field Declaration Form is available on the Department of Art History website ([https://arthistory.uchicago.edu/undergraduate/major-requirements/](https://arthistory.uchicago.edu/undergraduate/major-requirements/)).

DOING ART HISTORY

**ARTH 29600 Doing Art History** is designed to introduce the methods of art historical research. It is required of art history majors; if they wish, minors may take the course to satisfy a 20000-level course requirement. The course is open to both second- and third-year art history majors.

RESEARCH PAPERS

All art history majors write at least two research papers of 10–15 pages. Students who wish to write a BA Paper should complete this requirement before the beginning of their fourth year. A research paper can be:

• a paper written to fulfill a course assignment,

• the extension of a shorter course paper (either during the course or after its completion) to meet the page requirement, or

• a new paper on a topic chosen in consultation with the instructor.
The paper should include an analysis of existing scholarship and other relevant source materials. The paper should also draw on that scholarship and evidence to shape and support a thesis or argument of the student’s own devising. Formal analyses of works of art and analytic papers on materials assembled by the instructor do not qualify. Upon completion of the paper, students should submit the research paper completion form to the Director of Undergraduate Studies.

HONORS

Art history majors who wish to pursue a BA with honors must complete the following requirements in addition to the standard curriculum. Students interested in pursuing honors must file a petition with the Director of Undergraduate Studies in the Spring Quarter of the third year. These students must register for the BA Paper writing seminar (ARTH 29800 [http://collegecatalog.uchicago.edu/search/?P=ARTH%2029800]) in Autumn Quarter of the fourth year. Writing the BA Paper is a process that usually takes more than two quarters. Each student must secure the consent of an art history faculty member who will serve as his or her adviser. As students are expected to do research for the BA Paper during the summer, students are strongly encouraged to secure an advisor in the Spring Quarter of their third year. Working with a preceptor, students must then complete a BA Paper by the second week of Spring Quarter of the fourth year. The BA Paper is typically a 20- to 30-page research paper of original work that grows out of the Special Field. For more information, see BA Paper and Seminar [http://collegecatalog.uchicago.edu/thecollege/arthistory/#BA%20Paper%20and%20Seminar].

To be eligible for honors in the major, students must complete both the BA seminar and the BA Paper, and must have earned a major GPA of at least 3.5 and cumulative GPA of 3.3 at the time of graduation. Please note that completion of the BA Paper does not, in itself, guarantee honors in the major. Honors are awarded by the College on the basis of a departmental nomination of exceptional BA Papers.

BA PAPER AND SEMINAR

ARTH 29800 Senior Thesis Workshop is a workshop course offered in Autumn Quarter designed to assist students in writing and researching their BA Papers. Students typically take the seminar in Autumn Quarter before graduating in Spring Quarter; students graduating in Autumn or Winter Quarter should take the course in the previous academic year. In the closing sessions of the seminar, students present their work-in-progress for the BA Paper. They continue their research on the paper during the following quarters, meeting at intervals with their faculty BA advisor. Students have the option of taking ARTH 29900 Preparation for the BA Paper in Autumn or Winter Quarter to afford additional time for research or writing; this course is taught by arrangement between a student and his or her advisor. This course would be in addition to the 11 courses for the major with honors.

A polished draft of the BA Paper is due by Friday of ninth week of the quarter preceding graduation; the final version of the BA Paper is due Monday of second week of the quarter of graduation. Both the draft and final version of the BA Paper must be submitted in duplicate: one copy to the faculty advisor and the second to the Department of Art History. Because individual projects vary, no specific requirements for the BA Paper have been set. Essays typically range in length from 20 to 30 pages, but there is no minimum or maximum. Students should consult their BA advisor regarding all details, including optimal length, of the BA Paper.

The BA Paper is a substantial research paper that presents an original argument or develops original evidence about an intellectual problem. The paper should demonstrate the student’s capacity to formulate a serious research problem, develop a clear thesis, and substantiate the thesis on the basis of careful analysis of relevant evidence and measured consideration of competing views. The originality of the BA Paper may lie in the discovery of evidence, a new, critical analysis of familiar claims, or the synthesis of materials. In keeping with guidelines set by the College, the Department of Art History only recommends papers that have earned the highest grade to the master of the Humanities Collegiate Division for consideration of departmental honors.

DOUBLE MAJORS AND THE BA PAPER

Whether or not a single BA Paper can satisfy requirements for a double major in art history and another program is decided by the department on a case-by-case basis. Students should consult with the Director of Undergraduate Studies. The criteria on which the decision is based include:

- the degree to which the resulting thesis is likely to speak from and to art history, even as it necessarily speaks from and to another field;
- the feasibility of the proposed advising arrangements for the proposed joint thesis; and
- the department’s estimation of the student’s track record for independent work that bodes well for writing a successful thesis while navigating between two majors.

TRANSFERRING CREDIT

No credit from Advanced Placement (AP) exams can be used in the major. Up to four courses taken outside the University of Chicago may be counted towards the art history major, contingent on approval by the College and Director of Undergraduate Studies. Students planning to take courses outside the University are urged to consult with the Director of Undergraduate Studies as they formulate their plans. Students should also consult...
with their College adviser to be sure that they understand the University’s procedures for transfer credit. Refer to Transfer Credit (http://collegecatalog.uchicago.edu/thecollege/transfercredit/) for more information.

While studying abroad, students are encouraged to keep excellent records: they will be required to submit the syllabus and all written work for each course in order to be considered for credit. Please note that some courses may be approved by the College but not by the major.

Students first apply for transfer credit from the College, and credit for courses taken as part of a University of Chicago-affiliated direct enrollment program is vetted by Study Abroad. When the credit has been approved, students petition the Director of Undergraduate Studies in writing for credit for the major. The petition must include a cover letter with the title and description of the course, as well as the name and location of the institution. To the cover letter should be attached a syllabus and a written record of the work the student did for the course. The Director of Undergraduate Studies will review the work for each course individually, determine if the course is applicable for credit in the major, and, if so, where that credit should be applied.

**SUMMARY OF REQUIREMENTS FOR THE MAJOR**

**MAJOR: Standard Curriculum**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four (4) courses approved to meet the distribution requirement *</td>
<td>400</td>
</tr>
<tr>
<td>Three (3) courses approved in a special field</td>
<td>300</td>
</tr>
<tr>
<td>Two (2) courses approved as electives</td>
<td>200</td>
</tr>
<tr>
<td>ARTH 29600 Doing Art History</td>
<td>100</td>
</tr>
<tr>
<td>Two (2) 10- to 15-page research papers</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

* Two 10000-level art history courses can count towards the total of ten required for the major. The rest should be at the 20000-level or higher.

**MAJOR: Honors Curriculum**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Four (4) courses to meet the distribution requirement *</td>
<td>400</td>
</tr>
<tr>
<td>Three (3) courses in a special field</td>
<td>300</td>
</tr>
<tr>
<td>Two (2) courses as electives</td>
<td>200</td>
</tr>
<tr>
<td>ARTH 29600 Doing Art History</td>
<td>100</td>
</tr>
<tr>
<td>Two (2) 10- to 15-page research papers</td>
<td></td>
</tr>
<tr>
<td>ARTH 29800 Senior Thesis Workshop</td>
<td>100</td>
</tr>
<tr>
<td>BA Paper</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1100</strong></td>
</tr>
</tbody>
</table>

* Two 10000-level art history courses can count towards the total of ten required for the major. The rest should be at the 20000 level or higher.

+ Some students register for ARTH 29900 Preparation for the BA Paper in Autumn or Winter Quarter to afford additional time for research or writing. This course would be taken in addition to the 11 courses in the major with honors.

**ADVISING**

Art history majors should see the Director of Undergraduate Studies no less than once a year for consultation and guidance in planning a special field, in selecting courses, and in choosing a topic for the BA Paper if pursuing honors, as well as for help with any academic problems within the major. When choosing courses, students should refer to the worksheet available on the Art History website (https://arthistory.uchicago.edu/undergraduate/major-requirements/). This form helps each student and the Director of Undergraduate Studies monitor the student’s progress in the program.

In order to keep an accurate record of students’ progress to graduation, students will need to regularly provide a copy of the updated major worksheet to their College adviser for processing.

**RECOMMENDATIONS FOR ART HISTORY MAJORS**

Qualified undergraduate students in art history may, with the express permission of the instructor, enroll in graduate seminars in the department. (These seminars are also open to non-majors with the same proviso.) For students interested in graduate study in art history, it is advantageous to have performed well in a graduate seminar while completing the BA.

Students are urged to also pursue upper-level language courses. If a language course is relevant to a student’s Special Field, the student may petition the Director of Undergraduate Studies to count it toward electives.
Those planning to continue their study of art history at the graduate level are advised to achieve language competency equal to at least two years of college study in French or German, or in the language(s) relevant for the geographic region that corresponds to their primary area of interest.

**GRADING**

Art history majors must receive quality grades in courses taken for the major. ARTH 29900 Preparation for the BA Paper is open for Pass/Fail grading with consent of the instructor. Art history courses elected beyond program requirements may be taken for P/F grading with consent of the instructor. All courses taken to satisfy the general education requirement in the arts must receive quality grades. Nonmajors may select the P/F grading option with consent of the instructor if they are taking an art history course that is not satisfying a general education requirement. A Pass grade is given only for work of C– quality or higher.

**MINOR IN ART HISTORY**

All art history minors are encouraged to take at least one (1) course in art history at the 10000 level to fulfill their general education requirement in the arts. Minors can count an additional two courses at the 10000-level for the degree. These courses are useful preliminaries to advanced work, and it is, therefore, strongly recommended that students take 10000-level courses as early as possible in their undergraduate careers. Note: Students who have formally declared the minor in art history and seek admission to a 10000-level course should notify the instructor in advance.

Six courses are required for the art history minor. The six required courses can include two at the 10000 level. The rest should be at the 20000 level or above. (Art history graduate seminars at the 40000 level may count toward requirements in the major. Students are advised, however, that such courses impose special burdens of time and expertise, and admission to them is typically only by explicit approval of the instructor and may involve various prerequisites.)

The formula for course requirements in the minor goes by the sobriquet “3-and-3.”

- **Three art history courses to meet a distribution requirement** within the department. Courses should be selected for maximal geographical, chronological, cultural, and methodological diversity, and for minimal overlap with the Special Field.

- **Three art history courses in a Special Field.** Students develop the Special Field in consultation with departmental instructors and the Director of Undergraduate Studies. Because Special Fields reflect the interests of individual students, they range widely in topic, approach, and scope. Reading courses with art history faculty may be used to pursue specific questions within a Special Field. For more on the Special Field, see Special Field (http://collegecatalog.uchicago.edu/thecollege/arthistory/#Special%20Field %20Minor).

**One research paper** is required for the minor. In one of their courses, students will write a research paper of about 10–15 pages on a topic chosen with and guided by the instructor, by individual arrangement at the start of the quarter (see Research Papers (http://collegecatalog.uchicago.edu/thecollege/arthistory/#Research%20Papers)). Minors may elect to take ARTH 29600 (http://collegecatalog.uchicago.edu/search/?P=ARTH%2029600) Doing Art History with the majors.

Students who elect the minor program in art history must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the Director of Undergraduate Studies. The Director’s approval for the minor program should be submitted to a student’s College adviser by the deadline above on the Consent to Complete a Minor Program (https://humanities-web.s3-us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form available on the Art History website (https://arthistory.uchicago.edu/undergraduate/program/minor-requirements/).

Courses in the minor may not be double counted with the student’s major(s), other minors, or general education requirements. 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.

**SPECIAL FIELD**

The Special Field is developed by the student in consultation with instructors and the Director of Undergraduate Studies, and may take various forms. It may be defined with reference to a civilization, a chronological period, a nation-state, a cultural institution, or a suitable combination; it may be conceptual in character (e.g., art and the history of science, urban history, geography, gender and sexuality studies); it may combine historical, critical, and theoretical perspectives (e.g., politics and visual art in the twentieth century); it may be based in a particular medium or class of object (e.g., the built environment, tomb assemblages, or prints); it may combine historical and studio-practice courses (e.g., DoVA, CMST, TAPS, Music) to explore interrelations (e.g., art and dance).
examine topics such as the relationship between word and image, iconoclasm and iconophilia, public and private to the elevation of artists such as Albrecht Dürer, Hans Baldung, and Pieter Bruegel the Elder, as well as their will be paid to the shifting status of the artist, focusing on the historical and cultural circumstances that led tumultuous, relationship between art and the epistemological challenges of the Reformation. Particular attention Europe from the late fourteenth century through the sixteenth century through the lens of the productive, if daily life came increasingly under attack. This course provides an introduction to artistic production in northern public sphere of discourse to which the image was central; yet, at the same time, the image itself and its role in images became important vehicles of commentary and disputation for Reformers, leading to the formation of a concept of “Renaissance” as a unifying term and examine its relationship to the Medieval in terms of both continuity and change. A major focus of the course will be the functions of different media in this time period, works were created, and interrogate the relevance of the category ‘fine arts’ as it is commonly understood to the intellectual, ethical, and religious values governing their lives. With the advent of new media technologies, in the years leading up to Martin Luther’s radical transformation of the political-religious landscape, late medieval and early modern Europeans were inundated with a flood of ‘alternative facts’ that called into question the intellectual, ethical, and religious values governing their lives. With the advent of new media technologies, images became important vehicles of commentary and disputation for Reformers, leading to the formation of a public sphere of discourse to which the image was central; yet, at the same time, the image itself and its role in daily life came increasingly under attack. This course provides an introduction to artistic production in northern Europe from the late fourteenth century through the sixteenth century through the lens of the productive, if tumultuous, relationship between art and the epistemological challenges of the Reformation. Particular attention will be paid to the shifting status of the artist, focusing on the historical and cultural circumstances that led to the elevation of artists such as Albrecht Dürer, Hans Baldung, and Pieter Bruegel the Elder, as well as their relationship to the world outside the Alps, including Italy, Spain, and the New World. This course will also examine topics such as the relationship between word and image, iconoclasm and iconophilia, public and private

<table>
<thead>
<tr>
<th>SUMMARY OF REQUIREMENTS FOR THE MINOR IN ART HISTORY</th>
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<tbody>
<tr>
<td>Three (3) courses approved to meet the distribution requirement *</td>
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<tr>
<td>Three (3) courses approved in a special field *</td>
</tr>
<tr>
<td>One (1) 10- to 15-page research paper</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
</tr>
</tbody>
</table>

* Two 10000-level art history courses can count towards the total of six required for the minor.
† One of the courses may be ARTH 29600 Doing Art History. Students in the minor would research and write an essay on a topic of their choice instead of preparing an honors paper proposal.

**ART HISTORY COURSES**

**ARTH 10100. Introduction to Art. 100 Units.**
This course develops skills in perception, comprehension, and evaluation of various art objects and the built environment. It encourages close analysis of visual materials, exploring the range of questions and methods appropriate to works of art and buildings, in their historical, theoretical, and social dimensions. Most importantly, the course emphasizes articulate writing and salient argumentation about visual and other aesthetic phenomena. Three coherent units, on Monument/Site, Image/Medium, and Object/Museum, explore these issues across cultures and periods. Examples draw on original objects in campus collections and sites on campus.

**Instructor(s): Staff Terms Offered: Spring**
**Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.**

**ARTH 10231. The Architect’s Eye / Making of Architecture. 100 Units.**
Billie Tsien and Tod Williams co-lead the architecture firm Tod Williams Billie Tsien Architects + Partners. It is a practice with national and international recognition for the quality of the work. Almost all of the firm’s projects are for education and culturally based non-profit institutions. Over a span of 4 decades, they have also been teachers and led undergraduate and graduate design studios, most recently over an arc of 20+ years at Yale. They have completed one project at the University of Chicago, the Logan Center (2008-2012) and are currently working on the Obama Presidential Center in Jackson Park. This is an introductory studio course, in which Williams, Tsien, their partner Paul Schulhof, and additional studio architects will share their own approach to looking, thinking, and making. They will engage other colleagues from Chicago and visit projects in and around Chicago each with specific points of view. Students who take the studio will be asked to read several short texts, review videos and other media, and use their own eyes in the seeing, thinking, and making process. And, through a series of short project exercises, create drawings and models that build cumulatively toward a wider understanding of the process of making architecture. No prior experience is necessary.

**Terms Offered: Spring**
**Prerequisite(s): No prior experience is needed for this introductory course, but as with most architecture studio courses offered, consent is required to enroll, to ensure interest and fit.**
**Starting February 13, students should email the coordinator of studio courses (lukejoy@uchicago.edu) to briefly explain their interest, and must attend first class to confirm enrollment.**
**Equivalent Course(s): ARCH 10231, CHST 10231**

**ARTH 14402. Introduction to the Arts of the Italian Renaissance. 100 Units.**
This course will cover the major themes and works of the Italian Renaissance, including painting, sculpture, decorative arts, and architecture. We will consider stylistic development of the arts from the period of roughly 1300 (late Medieval/pre-Renaissance predecessors) to 1560. Throughout the course we will interrogate the concept of “Renaissance” as a unifying term and examine its relationship to the Medieval in terms of both continuity and change. A major focus of the course will be the functions of different media in this time period, and we will consider patronage, multiple viewsheds, and access. We will explore how, for whom, and why works were created, and interrogate the relevance of the category ‘fine arts’ as it is commonly understood to the Renaissance. Additional themes will be: artistic practice, especially collaboration and competition; regional styles; the relationship of art in this period to the intellectual, political, and spiritual climate(s) of the time.”

**Terms Offered: Summer**

**ARTH 14810. Devotion-Dissent-Disenchantment: Art in the Age of the Reformation. 100 Units.**
In the years leading up to Martin Luther’s radical transformation of the political-religious landscape, late medieval and early modern Europeans were inundated with a flood of ‘alternative facts’ that called into question the intellectual, ethical, and religious values governing their lives. With the advent of new media technologies, images became important vehicles of commentary and disputation for Reformers, leading to the formation of a public sphere of discourse to which the image was central; yet, at the same time, the image itself and its role in daily life came increasingly under attack. This course provides an introduction to artistic production in northern Europe from the late fourteenth century through the sixteenth century through the lens of the productive, if tumultuous, relationship between art and the epistemological challenges of the Reformation. Particular attention will be paid to the shifting status of the artist, focusing on the historical and cultural circumstances that led to the elevation of artists such as Albrecht Dürer, Hans Baldung, and Pieter Bruegel the Elder, as well as their relationship to the world outside the Alps, including Italy, Spain, and the New World. This course will also examine topics such as the relationship between word and image, iconoclasm and iconophilia, public and private
spheres of patronage, and strategies of visual polemics. Readings will include primary sources in translation and selected works of modern scholarship.
Instructor(s): T. Golan Terms Offered: Spring
Note(s): Students must attend the 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.

ARTH 15705. Introduction to the Built Environment. 100 Units.
Introduction to the Built Environment. This course aims to equip students with the basic skills and knowledge required to analyze architecture and the urban 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 context through urban design issues, such as street networks and public spaces. At a broader level, the course will involve critical discussions about the relationship between architecture and society, the building as a historical object, cultural representations of architecture, and modes of perceiving/experiencing the built environment. The course will operate through a combination of in-class seminars and site visits to buildings in Chicago. This course is satisfies the core level arts requirement.
Instructor(s): Aleksandr Bierig 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): ARCH 15705, CHST 15705

ARTH 15706. Introductory 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): Luke Joyner Terms Offered: Winter
Prerequisite(s): This course is consent only

ARTH 15780. Western Modern Art from the Enlightenment until Today. 100 Units.
Surveying the history of modern Western art from the 18th through the 21st century, this course will introduce students to the artists, art works, and issues central to the relationship between art and modernity: the rise of the self and identity politics, the growth of the metropolis, the questioning of the "real" and the invention of photography, the autonomous thrust and semiotic potential of abstraction, the political ambitions of the avant-garde, and the impact of consumer and media cultures. Most discussion sections will center around original works of art and take place in the Smart Museum of Art.
Instructor(s): C. Mehring Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.

ARTH 15800. Contemporary Art. 100 Units.
This course will consider the practice and theory of visual art in the late twentieth and early twenty-first centuries. Among the subjects that will drive our narrative will be the rise of postmodernism, pop art, the aesthetics of the social movements of the 1960s, institutional critique, the relationship between reproductive media and Feminism, the concept of spectacle, conceptual art, the appearance of a global art industry after 1989, the connections between art school and art-making, "relational aesthetics," the fate of art in the age of the Internet, the art of the post-studio moment, and what happens to art when it engages with "everything".
Instructor(s): M. Jackson 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): MAAD 10006, ARTV 20006

ARTH 16003. Art of Mesoamerica. 100 Units.
This course provides an introduction to the art and architecture of Mesoamerica, a region that encompasses much of modern-day Mexico and northern Central America. We will examine sculpture, painting, architecture, ceramics, and other arts of the Olmec, Maya, Aztec, and other Mesoamerican civilizations over a period of three millennia, from ca. 1500 B.C. to the time of the Spanish invasion in 1519. We will study sacred art, courtly art, architecture and urbanism, writing systems and their relation to images, and the interactions between artistic traditions.
Instructor(s): C. Brittenham Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. For nonmajors, any ARTH 14000 through 16999 course meets the general education requirement in the arts.
Equivalent Course(s): LACS 16003

**ARTH 16100. Art of the East: China. 100 Units.**
This course is an introduction to the arts of China focusing on the bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of the Buddha image, and the evolution of landscape and figure painting traditions. This course considers objects in contexts (from the archaeological sites from which they were unearthed to the material culture that surrounded them) to reconstruct the functions and the meanings of objects, and to better understand Chinese culture through the objects it produced.
Instructor(s): Staff Terms Offered: Spring Winter
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.
Equivalent Course(s): EALC 16100

**ARTH 16460. Modern Latin American Art. 100 Units.**
This course investigates the development of Latin American art from the early nineteenth century to the present. Through the study of representative artists, movements, and works, we will trace this history from the formation of art academies in newly independent Latin American nations through the region’s rise to prominence in an increasingly global art world. Although we will adhere to a roughly chronological organization, a set of key themes and debates will likewise structure our investigation. Among them are: the formation of collective identities (and the intersections of race, class, and nation); the impact of social and political revolutions and counter-revolutions on artistic practices; the reception and adaptation of indigenous and European (and later U.S.) art practices; and the various national, regional, and global frameworks that have been used to think through the specificity of art production from Latin America. Special emphasis will be placed on developing the skills needed to analyze a wide variety of modern and contemporary art, including painting, sculpture, photography, performance art, and site-specific installations.
Instructor(s): M. Borowitz 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): LACS 16460

**ARTH 16792. How to Grow an Exhibition: Curatorial Practicum at the Morton Arboretum. 100 Units.**
Over the course of the Spring Quarter, students in How to Grow in Exhibition will work closely with the staff and special collections at the Sterling Morton Library at the Morton Arboretum to curate and install a special exhibition featuring highlights from their permanent collection. The Morton Arboretum’s mission is to collect and study trees, shrubs, and other plants from around the world, to display them across naturally beautiful landscapes for people to study and enjoy, and to learn how to grow them in ways that enhance our environment. The special collections of the Sterling Morton Library support that mission by fostering an in-depth understanding of the history of tree and shrub science as well as the cultural place of plants in human lives across time. Students will work together to develop an interdisciplinary exhibition that explores these intersections of art, culture, history, and science. This is a hands-on seminar that will provide students with practical experience in the inner workings of institutions like the Morton Arboretum, collections care, curatorial work, and writing for the general public. Class will take place on campus and on site at the Arboretum, which is located in the west suburb of Lisle, so please factor in travel time to your schedule.
Terms Offered: Spring
Prerequisite(s): Consent Only

**ARTH 16800. Arts of Japan. 100 Units.**
This course surveys the arts of the Japanese archipelago through the study of selected major sites and artifacts. We will consider objects in their original contexts and in the course of transmission and reinterpretation across space and time. How did Japanese visual culture develop in the interaction with objects and ideas from China, Korea, and the West? Prehistoric artifacts, the Buddhist temple, imperial court culture, the narrative handscroll, the tea ceremony, folding screens, and woodblock prints are among the topics covered.
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): EALC 16806

**ARTH 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): ARCH 16910, EALC 16911

ARTH 17121. The Art of Leonardo da Vinci. 100 Units.
The central focus of this course will be on the small, damaged and disputed body of paintings that Leonardo has left to us, the wealth of his drawings that help us make sense of that problematic heritage and provide the most direct route into his creative thinking, and the hundreds of pages of text in the form of notes in mirror-image handwriting that comment on art and so many other subjects. Our structure will be roughly chronological, including his late fifteenth-century Florentine artistic and social context; his two long periods in Milan as a court artist; his triumphant return to Florence and rivalry with the young Michelangelo; his brief and unsatisfying stay in papal Rome; and his final years in France. Among the themes that will be critically examined are: Leonardo’s role in the creation of what is still grandiosely called the High Renaissance; the value and problematic aspects of thinking of him as the quintessential artist-scientist; the significance of the fact that he has been a figure of such obsessive art-historical and broader cultural significance for over 500 years; and the ways in which recent scientific examination and digital imaging have shed surprising amounts of new light on his art. Through the concentrated study of the works of Leonardo and his artistic context, the course will take seriously the attempt to introduce students with little or no background in art history to some of the major avenues for analysis and interpretation in this field.
Instructor(s): C. Cohen Terms Offered: Autumn
Prerequisite(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts. Consent only
Equivalent Course(s): FNDL 21414

ARTH 17305. The Body in Ancient Greek Art and Culture. 100 Units.
This course provides an introduction to the role of the human body in ancient Greek art. We will examine, on the one hand, the various ways in which Greek artists represented the body, and consider how forms of bodily identity such as gender and sexuality were constructed and articulated through artistic practice. But we will also consider the ways in which works of art themselves - statues, paintings, vessels - could function like bodies or in place of bodies, expanding the notion of what it means to be a living being. Our focus will be on works of Greek art in Paris collections, which will also enable us to explore the legacy of Greek constructions of the body in the 19th and 20th centuries. Readings will range from primary texts in translation to more theoretical writing on embodiment, gender, and sexuality.
Instructor(s): S. Estrin 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): GNSE 17303, CLCV 17319, ARTH 37303

ARTH 17303. 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, ARCH 17305

ARTH 17501. Art and Feminism. 100 Units.
How has feminism changed the landscape of artistic practices over the course of the 20th and 21st centuries? What does a history of feminist art look like and how does it relate to a feminist history of art? In this course, students will consider the relationship between art and feminism, focusing upon artwork produced in the Americas over the last century. Through course readings, seminar discussions, and the close analysis of artworks, the course will be structured around a series of thematic investigations across the geographical space of the Americas, focusing especially upon the U.S. and Mexico. We will consider texts by feminist art historians such as Linda Nochlin and Anne Wagner alongside key texts by feminist theorists such as Judith Butler, bell hooks, and Laura Mulvey; we will explore the work of artists who have identified as feminists (e.g., Judy Chicago, Howardena Pindell) as well as those who have complicated or even resisted such identification (e.g., Georgia O’Keeffe, Agnes Martin, Yayoi Kusama). Key themes will include: representations of bodies, eroticsisms, domestic space and labor, the relationship between the personal and the political, and the politicization of materials and making processes.
Instructor(s): M. Borowitz Terms Offered: Autumn
Through a historical survey of critical sites—the road, the bridge, the sewer, the mine, and the grid, among others—will provide a thematic overview of the constructed networks that support the modern built environment, how the world should work and for whom it should function, designs that fix into place ideas about commercial despite appearances, infrastructures are anything but neutral. Pipes, wires, and roads also carry beliefs about

Infrastructures are conduits; they carry physical things like water, people, commodities, energy, and waste. But

around industrial labor, economic growth, and colonial expansion. We will examine a range of sites and episodes that describe iron's social and environmental costs, the complex interaction with contemporary Tusco-Roman art and its major practitioners such as Leonardo and Michelangelo. Through the particular art- historical material studied, the course will take seriously the attempt to introduce students with little or no background in art or art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception. Readings are chosen with this diversity of approach in mind.

Instructor(s): C. Cohen Terms Offered: Autumn
Note(s): Students must attend 1st class to confirm enrollment. If a student is not yet enrolled in this course, he must fill out the online consent form & attend the first class. This course meets the Gen. Edu. Reqmt. in the dramatic, musical, & visual arts.
Equivalent Course(s): FNDL 17520

ARTH 17612. The Art of Michelangelo. 100 Units.
The focus of this course will be Michelangelo's sculpture, painting and architecture while making use of his writings and his extensive body of drawings to understand his artistic personality, creative processes, theories of art, and his intellectual and spiritual biography, including his changing attitudes towards Neoplatonism, Christianity and politics. Our structure will be chronological starting with his juvenilia of the 1490s in Florence at the court of Lorenzo the Magnificent through his death in Rome in 1564 as an old man who was simultaneously the deity of art and a lonely, troubled, repentant Christian. Beyond close examination of the works themselves, among the themes that will receive attention for the ways they bear upon his art are Michelangelo's fraught relationship with patrons; his changing attitude towards religion, especially his engagement with the Catholic Reform; his sexuality and how it might bear on the representation of gender in his art and poetry; his "official" biographies during Michelangelo's lifetime and complex, ambivalent, reception over the centuries; new ideas about Michelangelo that have emerged from the restoration and scientific imaging of many of his works. At the same time, the course will be an introduction of students with little or no background in art history to some of the major avenues for interpretation in this field, including formal, stylistic, iconographical, psychological, social, feminist, theoretical and reception.
Instructor(s): C. Cohen Terms Offered: Autumn
Note(s): This course meets the general education requirement in the arts.
Equivalent Course(s): FNDL 21411, GNSE 17612

ARTH 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): ARCH 17720

ARTH 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): ARCH 17721

ARTH 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, ARCH 17915

ARTH 20033. Iconology East and West. 100 Units.

Iconology is the study of images across media and cultures. It is also associated with philosophical reflections on the nature of images and their relation to language-the interplay between the “icon” and the “logos.” A plausible translation of this compound word into Chinese would describe it as “Words in Pictures, Pictures in Words”#: #######. This seminar will explore the relations of word and image in poetics, semiotics, and aesthetics with a particular emphasis on how texts and pictures have been understood in the Anglo-European-American and Chinese theoretical traditions. The interplay of painting and poetry, speech and spectacle, audition and vision will be considered across a variety of media, particularly the textual and graphic arts. The aims of the course will be 1) to critique the simplistic oppositions between “East” and “West” that have bedevilled intercultural and intermedial comparative studies; 2) to identify common principles, zones of interaction and translation that make this a vital area of study. (Theory; 20th/21st)

Instructor(s): WJT Mitchell  
Terms Offered: Winter

Prerequisite(s): Enrollment in the course will be with the consent of instructor; it is open to students at all levels, but enrollment will be limited to 15. Students should send a one page statement of their interest to W. J. T. Mitchell (wjm@uchicago.edu)

Equivalent Course(s): ENGL 20230, CMLT 20230, ARTV 20033, ARTH 30033, ENGL 30230, CMLT 30230, ARTV 30033

ARTH 20228. William Blake: Poet, Painter, and Prophet. 100 Units.

A survey of the major poetic and pictorial works of William Blake, centrally focussed on his illuminated books, from the early Songs of Innocence and Experience to The Marriage of Heaven and Hell, and the books of the revolutionary period of the 1790s: Europe, America, Visions of the Daughters of Albion, and The Book of Urizen. We will also consider the later prophecies, Milton: A Poem and Jerusalem, along with Blake’s work as an illustrator of Milton, Chaucer, and the Bible. Blake’s engagement with the political and religious controversies of his time will provide context, along with his pioneering exploration of dialectical modes of thought and radical forms of humanism (Poetry, 1650-1830, Theory; 18th/19th)

Instructor(s): W. J. T. Mitchell  
Terms Offered: Spring

Equivalent Course(s): FNDL 20228, ARTH 30228, ENGL 30228, ENGL 20228

ARTH 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, economic, 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): CHST 20685, ARCH 20685

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

ARTH 20700. 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: Autumn
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): ARTH 30700, ARCH 20000, CHST 20700

ARTH 21205. From the Non-Object to the End of Art: The South American 1960s. 100 Units.
Beginning with the 1959 publication of the "Neo-Concrete Manifesto" in Rio de Janeiro, this course traces the radical transformations of art objects and artistic practices in South America (especially Brazil and Argentina) over the course of the 1960s. Through the study of both works of art and the writings of artists and critics, we will investigate new definitions of the art object, revolts against existing institutions of art, and the emergence of performance, media, and conceptual art. These developments will be read against social and political changes in the region, including the impasse of mid-century modernization efforts and the rise of repressive dictatorships.

Instructor(s): M. Sullivan
Terms Offered: Autumn
Equivalent Course(s): LACS 31205, ARTH 31205, LACS 21205

ARTH 21301. Beyond Guernica. Destruction and Preservation in the Spanish Civil War. 100 Units.
This course studies the Spanish Civil War (1936-1939) as a testing ground for the Second World War in regards to destruction and conservation, and as a key chapter in the process towards the creation of the notion of World Heritage. Picasso’s "Guernica" epitomizes the image of the Spanish Civil War as a laboratory for destruction, as it encapsulates the vanishing of the idea of refuge in the time of total war. This exceptional devastation was contested through innovative methods to sheltering people and protecting monuments and museums, turning the country into a laboratory for conservation as well. Introducing the significance of this war through the letters of American soldiers who volunteered in Spain, we will reconstruct a series of debates about destruction and conservation from different ideological stands-liberalism, fascism, communism, anarchism-that mobilized the entire population: philosophers, peasants, artists, architects, writers, workers, and the international community.

Instructor(s): M. Caballero
Terms Offered: Winter
Prerequisite(s): Reading proficiency in Spanish required.
Note(s): Class discussions in English. Students seeking Spanish credit will do all the readings/writing in Spanish.
Equivalent Course(s): SPAN 26020

ARTH 21313. Video Art: The Analog Years. Theory, Technology, Practice. 100 Units.
The course gives a critical introduction to early video and television art - from the proto-televisial impulses in the historical avant-gardes to the increasing proximity between analog and digital technologies in video art in the late 1970's and early 1980's. We will focus on the various technical aspects of analog video, as well as on artistic practice and early writings on the subject. Topics will include the technics and politics of time; video, feedback systems and ecology; the reconfiguration of the artist’s studio; guerilla politics and alternative TV; video and autobiogaphy; the relation between video and painting; the musical history of video; the invention of new machines; and video as a "television viewer".

Instructor(s): I. Blom
Terms Offered: Autumn
Equivalent Course(s): CMST 38703, MAAD 18703, ARTH 31313, CMST 28703

ARTH 21325. Monochrome Multitudes. 100 Units.
This seminar traces modern monochrome art as a fundamental if surprisingly expansive artistic practice. Discussions will center on artworks in the eponymous fall 2022 exhibition at the David and Alfred Smart Museum of Art curated by the instructors. We will revisit classic North American Modernism—"essentialist" flatness, idealized form, and color theories-while opening monochrome art up to culturally resonant color, a range of media, and global influence. Student research will enrich and expand existing histories of "the monochrome" by articulating cultural, political, racial, or gendered meanings of monochrome art; emphasizing
the significance of materials and media; and engaging North American art in a global dialogue. Students will have the opportunity to contribute their research and writing to the exhibition's web-based audio app and to a research symposium and possible publication.

Instructor(s): O. Cacchione & C. Mehring Terms Offered: Autumn
Prerequisite(s): consent only
Equivalent Course(s): ARTV 20941, KNOW 21325, KNOW 31325, ARTV 30941, ARTH 31325

ARTH 21333. (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 Hercegovina, and Croatia. There is a particular need to survey this region and find 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 will 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): REES 31303, ARTH 31333, BCSN 31303, BCSN 21300, REES 21300, HIST 24008, GLST 21301, ARCH 21300

ARTH 21506. Medieval Visions. 100 Units.

This seminar will introduce students to key medieval theories of vision in western Europe ranging from the theological to the scientific. We will explore the ways in which beholders approached and interacted with images, as well as how they understood and theorized these visual experiences. Ultimately, this course will interrogate the overlaps and gaps between theories of looking and practices of looking in order to better understand what looking at an image in the Middle Ages entailed. Topics will include, but are not limited to: visionary experience; optical science; female mystics; devotional images; the Book of Revelation; dream theory; and changes in pre-modern 'visuality' on the eve of the Reformation.

Instructor(s): T. Golan Terms Offered: Spring
Equivalent Course(s): ARTH 31506

ARTH 21821. (Re-)Living Nazi Germany through the Eyes of the Graphic Novel. 100 Units.

This course considers the graphic novel as an aesthetic and political response to Nazi Germany and the Holocaust. Through close reading of three paradigmatic graphic novels by German and American artists from WWII to the present day, we will develop a critical vocabulary to analyze the intermedial form and explore the historical conditions out of which these cultural artefacts emerge. Our journey begins with Charlotte Salomon's pioneering masterpiece Life? Or Theater? (1941-943), a recently discovered autobiographical account of life in the Third Reich created by the visionary German-Jewish artist before her death at Auschwitz at the age of 26. One generation later, Art Spiegelman, the son of a Holocaust survivor, produces his seminal 1980 graphic narrative Maus based on interviews with his father. In Nora Krug's 2018 graphic novel Belonging, the author seeks to understand her grandparents' potential collusion with the forces of ethnic cleansing in Nazi Germany. Our interpretative readings will focus on the authors' engagement with questions of European and Jewish identity and their treatment of historical trauma and culpability in the graphic novel form. This course is designed both for German majors/minors and majors from other disciplines. All texts are available in translation and class will be held in English. German majors are invited to engage directly with the German-language editions and historical sources. Additional discussions in German will be offered bi-weekly

Instructor(s): Emily Dreyfus Terms Offered: Winter
Equivalent Course(s): GRMN 21821

ARTH 22106. Introduction to the Study of Iconography. 100 Units.

TBD
Equivalent Course(s): RLST 28320, ARTH 32106, HCHR 32106, RLIT 32106

ARTH 22115. Iconoclasm. 100 Units.

The recent removal of Confederate statues in the US and ISIL's destruction of ancient sites in Iraq and Syria, while motivated by different aims, find a common solution in dealing with images deemed inappropriate. Context is crucial to understanding what is at stake in these different iconoclastic acts: What is being destroyed? Who is destroying it and why? Although the term "iconoclasm" initially was used to describe the violent clashes between rival Christian ideologies over the status of images in a religious context in the 8th century, scholars now use it more capaciously and it refers to any movement dedicated to the destruction of images, be it in ancient Mesopotamia, Reformist Europe, or Talibanist Afghanistan. While the term offers syntactical clarity, it simultaneously obscures the various processes that go into practicing iconoclasm; for example, what motivated Byzantine destruction of icons is distinct from why European colonizers destroyed Native American heritage. This seminar proposes a broad and historically contingent study of iconoclasm. By looking at a range of examples from different periods and geographical contexts, we will examine the ways in which images have been perceived as threats, aberrations, seductions, or inconveniences best removed. We will also explore the
various ways in which removed images continue to resonate with new meanings. The seminar spends a week defining the key terms before delving into particular case studies of iconoclasm.
Instructor(s): M. Manohar Terms Offered: Spring
Equivalent Course(s): NEHC 22115, RLST 28312, ARTH 32115

ARTH 22123. Ecopoetics: 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, ARCH 22123, CEGU 22123, ARTH 32123

ARTH 22305. Rhoades Seminar: Spiritual and Protective Lives of Objects in African Art. 100 Units.
This seminar explores visual culture and historical arts of Africa primarily from the nineteenth and early twentieth centuries. It is not an exhaustive geographical and temporal survey of the continent’s object-making traditions, but rather, an introduction through a number of case studies highlighting religious practices and uses for art and objects of devotion and everyday life. Investigations will consider objects’ tangible and intangible elements to examine their spiritual and protective dimensions through various lenses: organized religions, including Islam and Christianity, local belief systems and ritual practices, social or political organizations, and other cultural distinctions. Such contextualization will contribute to students’ recognition of the diversity and historical depth of the continent’s arts and cultures. We will visit objects in local museums and special exhibitions for in-person, close looking and to fuel discussions surrounding the role of museums and museum display and interpretation.
Instructor(s): J. Purdy Terms Offered: Winter
Prerequisite(s): Consent only
Equivalent Course(s): ARTH 32305

ARTH 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): ARCH 22606, ARTH 32606

ARTH 22650. Luxury and Crisis. 100 Units.
What role have those objects considered superfluous, lavish, personal, and fashionable played in sculpting our collective social, political, and economic worlds? Furnishings, tapestries, silverware, porcelain, and jewelry are often cast as superficial indulgences of the elite, existing outside the space and time of historical change. Yet such items have of course permeated all classes of society and processes of production, promotion, consumption, disparity, power, exploitation and campaigns to resist it. Some historians have understood crisis as integral to capitalist modernity and its rupture, while theorists of artistic and architectural modernism have paradoxically imagined luxury as instrumental in building socially equitable futures. In this course, we will investigate moments in which luxury and crisis, these seemingly opposed terms, were negotiated and galvanized by makers, wearers, collectors, and the objects in their possession. This seminar will work intensively with the Chipstone Foundation for the Decorative Arts in Milwaukee. Our objects of study will include silverware from the trans-Atlantic slave trade; a political manifesto of “communal luxury,” furniture crafted by a free cabinetmaker of color in North Carolina; and modernist residential architecture in Chicago, among others.
Instructor(s): A. Fraser Terms Offered: Spring
Note(s): Registration by consent, only.
Equivalent Course(s): MAPH 32650, ARTH 32650

ARTH 22812. Making art for the princely court in fifteenth-century France and the Burgundian Netherlands. 100 Units.
Looking at the visual culture of fifteenth-century France and the Netherlands through the lens of the patronage of the kings of France and their ambitious cousins the dukes of Burgundy, we will consider palace design and decoration, the places for art in an itinerant court, and the central role of dynastic memory and ceremony in support of the ruler. The wide range of tasks performed by artists working for the rulers and their courtiers will highlight the interconnections between works in different media and bring out the complex role of artists like Jean Fouquet, Jan van Eyck, and Rogier van der Weyden, whose fame rests on their achievement as painters.
Case studies of painting, tapestry, embroidery, and other media—where possible using objects in the collection of the Art Institute of Chicago—will be entry points for this exploration of the patron’s needs and the artist’s process. Instructor(s): Martha Wolff Terms Offered: Autumn
Equivalent Course(s): ARTH 32812

ARTH 2209. People in Motion: Rethinking Transit in Chicago and Beyond. 100 Units.
How do you get from A to B? Within and between today’s urbanized areas, that seemingly simple question has become one of the most fraught and intractable problems. This course seeks to address questions about public transit across scales, from pedestrian and bicycle infrastructure at the level of individual intersections and blocks up to regional train networks and beyond. Like other design studio courses, the class will be project-based, and will ask students to develop a wide understanding of existing systems, but also to learn through creative design projects that expand their sense of what’s possible. After working together to understand many existing transit solutions across different scales, to come to terms with and document Chicago’s transit landscape, and to dream speculatively about untested transit possibilities both low- and high-tech, students will focus on building a portfolio of creative suggestions for their respective “clients” (e.g., the University of Chicago, the 4th Ward Alderman). Alongside this project work, assigned readings and explorations around Chicago will immerse students in the culture and philosophy of moving people and things, across different moments past, present and future. Instructor(s): E. Carver, L. Joyner Terms Offered: Winter
Prerequisite(s): Third or fourth-year standing
Note(s): This course counts towards the ENST 4th year Capstone requirement.
Equivalent Course(s): ARCH 22909, BPRO 22900, ENST 22900, CEGU 22900

ARTH 23007. Authorities of Knowledge in Islamic Art. 100 Units.
In these times of profound challenge and change, questions of how art both confronts and asserts authorities of knowledge are manifold. In this course we will delve into varying historical iterations of the art - authority - knowledge triefecta, as they emerge from selected topics and case studies in Islamic art and architecture. Instructor(s): P. Berlekamp Terms Offered: Spring
Prerequisite(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 33007

ARTH 23008. Markets and Madrasas: Islamic Art beyond the Courts. 100 Units.
The history of medieval and early modern Islamic art has mostly been written around its most easily identified patrons, the princes of the courts; yet most surviving Islamic art was produced elsewhere. New scholarly approaches to Islamic art most likely produced for sale in open markets, or made in the context of non-courtly institutions such as madrasas (colleges), offer new insights. What can we learn about Islamic art by deliberately directing our attention beyond the courts? How might doing this change our broader perception of Islamic art? Instructor(s): P. Berlekamp Terms Offered: Winter
Equivalent Course(s): ARTH 33008

ARTH 23010. From Ground to Gallery: Visual Culture of the Ancient Near East. 100 Units.
What is the “ancient Near East”? What is its visual culture? This course explores the ancient art and architecture of Western Asia and North Africa—a corpus that includes the palaces, temples, ziggurats, carved reliefs, royal images, votive statues, cylinder seals, and cuneiform tablets crafted of clay, rock, semi-precious stones, metals, ivory, and pigments of Mesopotamia, Persia, Syro-Anatolia, the Levant, and Egypt dating from ca. 3500 to 330 BCE. In addition to formal and stylistic qualities, we will consider craftsmanship and creative practices, the cultural value of raw materials, life histories and modes of circulation, interactive and experiential potential, social and political contexts and the reception and treatment of these works of art in a modern context, including museum spaces. Class meetings-structured around thematic case studies of material groups generally presented in chronological sequence-address conceptual issues (agency, materiality, aesthetics, narrative, ideology, space, representation, style, sensory experience), theoretical and methodological considerations (archaeological, art historical, anthropological, philological, historical), and current topics and debates related to these fields of study and museum practice (colonialism, ownership, repatriation, stewardship). The course draws primarily on archaeological evidence and ancient textual sources with class meetings split between the classroom and the galleries of the Oriental Institute Museum.
Instructor(s): K. Neumann Terms Offered: Winter
Equivalent Course(s): ARTH 33010, NEAA 30610, HIST 25624, HIST 35624, NEAA 20610

ARTH 23312. Visual Art and Technology: From the Historical Avant Garde to the Algorithmic Present. 100 Units.
This course tracks the entanglements of visual art and “technology,” a term which took on an increasingly expanded set of meanings beginning in the early decades of the twentieth century. Focusing on the period between World War I and the present, we examine these expanded meanings and ask how the work of art fundamentally shifted with, extended, tested, or acted upon “technology.” We consider cases from the art historical avant gardes, the impact of cybernetics and systems thinking on architecture and visual perception, midcentury collectives that sought to institutionalize collaborations between artists and engineers, as well as more subtle exchanges between art and technology brewing since the Cold War. We will conclude with a look at present-day practices that integrate visual art, design, and technology. Course readings drawn from art history and the histories of science and technology, as well as site visits to art collections and laboratories on campus,
will inform our investigation. Students will gain historical insights into the relation between visual art and technology; develop analytical tools for critically engaging with the present-day interface of art, science, and engineering; and consider the implications for the futures we imagine.

Instructor(s): T. Shabtay Terms Offered: Winter
Equivalent Course(s): KNOW 33312, MAAD 15312, ARTH 33312, KNOW 23512

**ARTH 23567. Who Will Write Our History? Truth, Justice, and Public Memorials. 100 Units.**

When protesters in support of Black Lives Matter toppled a statue of slave trader Edward Colston and threw it into Bristol Harbour in the summer of 2020, their actions represented the latest move in a remarkable shift in global memory culture: For nearly a century, victims and opponents of genocide, political persecution, and imperial exploitation have made increasingly successful demands for space in the public sphere to tell their stories and make claims for justice and reparations. Our seminar will track dramatic shifts in what counts as a monument and which groups are considered worthy of remembrance. Each week of the syllabus is organized around primary materials that raise foundational questions about history and its memorialization: Should monuments be physical structures, or can archives, testimony, and even criminal trials serve major public memorial functions too? Must monuments tell redemptive stories about oppression overcome, or is it important to memorialize episodes of suffering that ultimately do not have redemptive or heroic endings? Should monuments be permanent, or can ephemera preserve collective memory? Finally, is there any role for fantasy and counterfactuals in the ways that we collectively process the traumatic past?

Instructor(s): Kathryn L. Brackney, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Winter
Equivalent Course(s): ANTH 23812, RLST 28812, EALC 23812

**ARTH 23812. COSI: Making Space: Buddhist Art and Architecture from India to China. 100 Units.**

From Star Trek's episode Mirror, Mirror, to the recent Everything Everywhere All At Once, multiple universes have their place of honor in the zeitgeist of our age. While it may seem like a recent development, the idea of complex space has been explored by numerous cultures of the past. Throughout the course of its long history, Buddhism has provided one of the most sophisticated explorations of space, from the infinitely small to the infinitely large. This course is an introduction to Buddhist art and architecture from India to China, with a special focus on the making of "space." Taking the theorization of "space" as a guide in our survey of Buddhism, we will learn how architecture and design participate in philosophical reflections on the construction of spaces. This course asks questions specific to the study of Asian art while also broaching theoretical debates relevant across time and space, such as: how can visual culture offer a theory of "space"? What spatial mechanisms direct the viewer across space? How do objects change when removed from their original space-and what meanings do they acquire in their new contexts? The course will focus on objects from the Asian Collection at the Art Institute of Chicago. Students will be taught to work with them, investigate their history of excavation and relocation, as well as the ethical aspects of Western Asian Art collections. Students will also gain basic skills in connecting material culture to religious and historical texts.

Instructor(s): A. Casalini Terms Offered: Spring
Note(s): This course will meet at the Art Institute of Chicago.
Equivalent Course(s): ANTH 23813, RLST 28812, EALC 23812

**ARTH 24002. Advanced Nonfiction Workshop: Writing About the Arts. 100 Units.**

This workshop will support students in developing useful practices and experimenting boldly. Working with recent technological transformations in the visual arts world, we’ll be keeping art notebooks in different forms (by hand, photographs, blog, Instagram, collage). We’ll begin with Walter Benjamin’s classic essay about art and mechanical reproduction, and then work with some examples: 1. Virtually seen. Jennie C. Jones’s show Constant Structure, hung at the Arts Club of Chicago via face time, with pamphlet-catalogue by poet and critic Fred Moten; 2. Unseen. Lori Waxman, long the art critic of the Chicago Tribune, and her pandemic 60 word / min art critic project in Newcity of art reviews for artists with canceled shows; 3. Explained / packaged. The Instagram feeds of museums; 4. Technological diary / memory methods. Looking back to T.J. Clarke’s book of 2006 The Sight of Death: An Experiment in Art Writing, and to Teju Cole’s Blind Spot, which uses his own photographs, and looking now at Instagram feeds of Cole and other art writers; 5. Collaborations. Artists working as collaborator-curators and self-interpreters, with reference to a recent Dawoud Bey show at the Art Institute and a Venice installation by Iris Kensmil and Remy Jungerman. Each class will begin with student-led observation. Students will visit, in-person or on-line, five installations / exhibitions / events, and be workshopped twice. Final work, revised essay and looking notebook.

Instructor(s): Rachel Cohen Terms Offered: Winter
Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu (writing sample required).
Attendance on the first day is mandatory.
Equivalent Course(s): ARTH 34002, CRWR 24002, CRWR 44002

**ARTH 24008. Advanced Nonfiction Workshop: Drawing from Life. 100 Units.**

This is a course for students interested in developing their ability to write about the visual arts, as critics, appreciators, theorists, or memoirists, and, practically, for work in galleries, museums, journals, and magazines. A theme of the course will be to explore ways that art and life may interact, both in the work made by a visual artist, and in the nonfiction that arises in response to a visual artist or their work. Some students may be interested to write biographically about artists and their work, and we'll talk about how to make biography illuminating and not reductive; other students may be interested to draw on their own life experiences as they
try to shed light on works of art; still others may be curious to see how certain artists themselves have viewed the questions and practices of drawing from life. We'll use ideas about drawing, and especially drawing repeatedly, as a model and a metaphor for thinking about writing. We'll have some occasions to look at works on paper held at the Smart Museum, and we'll visit some exhibitions and galleries, together and independently. Readings will include works such as James Lord's book A Giacometti Portrait, on being drawn by Giacometti, Maggie Nelson on the color blue in life and art from Bluets, John Berger on drawing, Rebecca Solnit on photographer Edward Muybridge, Geoff Dyer on street photography from The Ongoing Moment, John Yau on Jasper Johns's practice and on those of contemporary artists, Zbigniew Herbert

Instructor(s): Rachel Cohen Terms Offered: Spring
Prerequisite(s): Instructor consent required. Apply via creativewriting.uchicago.edu (include writing sample). Attendance on the first day is mandatory.
Equivalent Course(s): CRWR 24008, ARTH 34008, CRWR 44008

ARTH 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, lukejoyner@uchicago.edu) to briefly explain their interest and any previous experience with the course topics.
Students must attend first class to confirm enrollment.
Equivalent Course(s): ENST 24190, AMER 24190, ARCH 24190, GEOG 24190, ARTV 20210

ARTH 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): AMER 24191, ENST 24191, ARCH 24191, CEGU 24191, GEOG 24191, ARTV 20205, CHST 24191

ARTH 24193. Water Water Everywhere? 100 Units.
This interdisciplinary course explores aesthetics, environmental racism, and a human rights approach to the Commons to inform our perspective on the politics and aesthetics of water from the local to the global. The course will look at issues of scarcity and abundance through the lenses of art and human rights. The course will incorporate work by artist Ishig Manguilo-Ovalle, who will visit the class. Students will consider works by other artists including Mel Chin, Allan Kaprow, LaToya Ruby Frazier, and Fazal Sheikh, to understand how art can confront the 21st century's environmental challenges. Readings will include Susan Sontag's Regarding the Pain of Others, and Fred Moten & Stefano Harney's The Undercommons. The course will include visits to site specific installations by artists Ishig Manguilo-Ovalle and Mel Chin, and visits to Chicago-area natural sites such as the Big Marsh and Lake Michigan. This course is an extension of a collaborative project at the Gray Center for Arts and Inquiry with human rights lawyer Susan Gzesh, artist Ishig Manguilo-Ovalle, and curator Abigail Winograd.
Instructor(s): S. Gzesh, Staff Terms Offered: September Term
Prerequisite(s): Third- or fourth-year standing
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): CHST 24193, HMR 24193, BPRO 24193, ENST 24193, CEGU 24193, SOSC 21005

ARTH 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): ENST 24196, ARTV 20206, ARCH 24196, GEOG 24196, CEGU 24196

ARTH 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): ENST 24199, ARCH 24199, CHST 24199

ARTH 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): 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.
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): ARCH 24205, CEGU 24205, ARTV 20021

ARTH 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): ARCH 24206, CHST 24206, ENST 24206, AMER 24206

ARTH 24255. Postcolumbian: The Ancient Americas in Modern and Contemporary Art. 100 Units.
In this seminar we will examine the varied ways in which modern and contemporary artists have engaged with the art of Aztec, Maya, Inca, and other ancient American Indigenous art traditions. We will examine modernist appropriations, later Chicano and Chicana movements, and contemporary re-inventions of Precolombian art as new forms of Latin American and Latinx expression, commentary, and critique. Artists include Frank Lloyd Wright, Diego Rivera, Frida Kahlo, Henry Moore, Michael Heizer, Robert Smithson, Enrique Chagoya, Yolanda López, Yreina D. Cervántez, Guadalupe Maravilla, Mariana Castillo Deball, Ana de Obregoso, Kukuli Velarde, among others. We will consider the ways artists have used forms of the past in a range of political, social, and aesthetic contexts, and ask what agency iconic forms of the past may have exerted, and continue to exert, on the present. Readings on modern and contemporary episodes in this ‘Post-Columbian’ history will be paired with discussions of ancient art and visual culture, as we entwine understandings of early artworks with later histories.
Instructor(s): C. Brittenham Terms Offered: Autumn
ARTH 24720. 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): MAAD 24720, ARTV 20029, CHST 24270, ENST 24270, ARCH 24270

ARTH 24715. Materiality & Artistic Intent: The Object, Conservation and Art History (Suzanne Deal Booth Seminar) 100 Units.
The intersection of three disciplines - art history, conservation and materials science - has made it possible to study art in a more holistic and objective manner by understanding the art-making materials, the methods of using them, and the conscious choices made by artists to achieve their aesthetic goals. The course will address the meaningful integration of technical study into one’s own curatorial/art history practice. Students will examine works of art firsthand to determine the materials and methods used in their making, to assess their condition, and to see how various manipulations of different art-making materials inform their appearance.
Instructor(s): H. Stratis Terms Offered: Winter
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): ARTH 34615

ARTH 24716. Pop & Politics. 100 Units.
As Andy Warhol famously put it, Pop art is about “liking things.” Derived from the word “popular” and suggesting the fizzy effervescence of soda, could Pop be anything other than easy and breezy and fun? Exploring Pop art creating across the Americas, this course will interrogate Warhol’s sound-bite-turned-Pop-gospel and plumb beneath the slick surfaces of those objects and images that have come to define the genre. From Warhol’s depictions of race riots, to Colombian artist Antonio Caro’s appropriation of the Coca Cola logo as a critique of U.S. imperialism, to Brazilian painter Antônio Henrique Amaral’s decades-long series of banana paintings that less and less subtly critiqued the military dictatorship, we will investigate the political stakes that motivated key examples of Pop art. What was lost and remained buried when early pop critics took Warhol’s comment at face value? When they assumed pop art was easy, straightforward, and uncritical? How might those same assumptions have enabled artists across the Americas to hide political commentary in plain sight?
Instructor(s): M. Borotwitz Terms Offered: Autumn
Equivalent Course(s): ARTH 34616

ARTH 24717. Modernism and its Others. 100 Units.
This course investigates modernism’s relationship—both intimacy with and enforced distance—from a number of adjacent categories that were more often than not of modernism’s own creation: primitive art, folk art, kitch, art brut, arte popular, craft, and design. Case studies, drawn from Europe, North America, and Latin America, will include primitivism in early-twentieth-century Europe, displays of folk art at the Museum of Modern Art in New York, the study of arte popular in Mexico, Peru, and Brazil, and the formation of the Museo del Barro in Paraguay. Through these cases, we will ask how the ways in which artists and critics identified modernism’s others and drew distinctions from those others might inform our understanding of modernism.
Instructor(s): M. Sullivan Terms Offered: Winter
Equivalent Course(s): LACS 24617, LACS 24617, ARTH 34617

ARTH 24815. Collecting the Ancient World: Museum Practice and Politics. 100 Units.
Where is this artifact from? Who does it belong to? How did it get here? Who’s telling its story? Critical inquiry into the practice and politics of museums has reached a new zenith in contemporary discourse. From discussions of acquisition and repatriation to provenience (archaeological findspot) and provenance (an object’s ownership history) and the ethics of curation and modes of display, museum and art professionals—and the general public
alike-are deliberating on the concept of museums and the responsibilities of such institutions towards the collections in their care. This course will explore the early history of museums and collecting practices and their impact on the field today, with a focus on cultural heritage collections from West Asia and North Africa. We will first spend time on such topics as archaeological exploration of “the Orient,” colonial collecting practices, and the antiquities trade, as well as the politics of representation and reception in the nineteenth and twentieth centuries. Next, we will look at critical issues presently facing museums, including ethical collection stewardship, provenance research, repatriation, community engagement, and public education. The course will be structured in a seminar format, with lectures devoted to the presentation of key themes by the instructor and critical discussion as a group. Meetings will include visits to the Oriental Institute Museum at the University of Chicago.

Instructor(s): K. Neumann
Terms Offered: Winter
Equivalent Course(s): ARTH 34815

ARTH 25003. Symbolism between Universality and Solipsism. 100 Units.
Symbolism in Western European literature and visual arts is usually seen as a triumph of the psychological, the navel-gazing, in the words of James Ensor, the “Moi universel”. But it is as much a dogged search for objective grounds of expression and intelligibility amidst a sea of subjectivity: from Van Gogh’s letters and Mallarme’s poems to the new logical symbolism of Frege and the stream of consciousness of William James, the epoch saw an unprecedented effort to rationalize the private, the incommunicable, experience itself. This is a broad revisionist look at a transitional but key era in intellectual history, featuring some new material from the instructor’s own work in progress.

Instructor(s): Andrei Pop
Terms Offered: Not offered 21-22.
Equivalent Course(s): CLAS 35014, ARTH 35115, SCTH 35000, KNOW 35000, GRMN 25015, GRMN 35015

ARTH 25112. Objects of Andean Art. 100 Units.
This seminar introduces Pre-Columbian Andean material culture and built environments surveying the region from the early Chavin culture through the Incas. Readings and class discussions examining broad cultural issues will be elaborated by hand-on analysis of artifacts in the collection of the Art Institute of Chicago, as well as interactive explorations of art-making techniques. The course particularly seeks to develop understandings of the raw materials used to make objects in order to contextualize them within trade networks, the Andean landscape, and cultural value systems, as well as artistic knowledge and skills.

Instructor(s): A. Hamilton
Terms Offered: Winter
Note(s): This course will meet in the Art Institute of Chicago.
Equivalent Course(s): ARTH 35112

ARTH 25115. Winckelmann: Enlightenment Art Historian and Philosopher. 100 Units.
We approach the first great modern art historian through reading his classic early and mature writings and through the art and criticism of his time (and at the end, our own). Reading-intensive, with a field trip to the Art Institute. Please help - many questions.

Instructor(s): Andrei Pop
Equivalent Course(s): CLAS 35014, ARTH 35115, SCTH 35000, KNOW 35000, GRMN 25015, GRMN 35015

ARTH 25118. Color Everywhere: Synthetic Dyes and Modern Art. 100 Units.
This course will consider the profusion of new dyes (aniline, azo, and vat) available for coloring textiles, foodstuffs, and other materials in the second half of the nineteenth century and into the twentieth, and ask if these industrial innovations, which fueled subsequent rapid shifts in fashion, paved the way for modernist experiments with color. Artists who engaged with various media, including Sophie Taeuber Arp, Sonia Delaunay, and Marguerite Zorach, will be central to the discussion. Modern artists’ engagement with theories of color, particularly those expounded by specialists working in the textile industry, such as Michel-Eugène Chevreul, will also be examined.

Instructor(s): Erica Warren
Terms Offered: Autumn
Prerequisite(s): Consent is required to register.
Equivalent Course(s): ARTH 35118

ARTH 25140. Aesthetic Ecologies. 100 Units.
What would an intellectual history of the environment look like when told from the perspective of art history writing? The geographer Friedrich Ratzel, who first began using the term "Umwelt" ("environment") in a systematic way, claimed that, up to the end of the 19th century, the idea of environment had been primarily discussed not in scientific contexts but rather in aesthetic ones, by "artistically predisposed thinkers." In this course, we will take Ratzel’s claim seriously and aim to recuperate the aesthetic side of theories of environment discussed not in scientific contexts but rather in aesthetic ones, by "artistically predisposed thinkers." In this course, we will take Ratzel’s claim seriously and aim to recuperate the aesthetic side of theories of environment across diverse areas such as: notions of landscape ("the picturesque"); aesthetic and biological theories of milieu (Haeckel’s "ecology"; Taine’s "milieu"); Uexküll’s "Umweltheorie"); Warburg’s cultural history; the "sculpture of environment" (Rodin and Rilke); the "space-body" in modern dance (Laban). This course is about artworks that continue beyond their material confines into the space environing them. It focuses on evocations of air as the material space surrounding an artwork in texts that thematize the continuity between artwork as image and material object. Materials include: Aby Warburg, Rudolf Laban, Siegfried Ebeling, Camillo Sitte, Otto Wagner, Alois Riegl, R.M. Rilke, Wassily Kandinsky, Martin Heidegger, and others. MAPH and undergraduate students welcome.

Instructor(s): Margareta Ingrid Christian
Terms Offered: Autumn
Equivalent Course(s): GRMN 23523, ARTH 35140, GRMN 33523
American identity have shifted over time. The ecology of public land and the ways in which historical understandings of habitat function, landscape, and American identity and nation building. In many of these interpretations, a tension exists between reading landscape art in the United States, thinking through methods drawn from art history, indigenous critical theory, and the environmental humanities to understand landscapes both for their symbolic and ecological values.

The history of landscape art in the United States has often been described as fundamentally intertwined with American identity and nation building. In many of these interpretations, a tension exists between reading landscape art in the United States, thinking through methods drawn from art history, indigenous critical theory, and the environmental humanities to understand landscapes both for their symbolic and ecological values.

Federal land, like that managed by the National Park and Forest Services as well as state, county, and local governments, comprises one 80-minute meeting and one 170-minute meeting per week. Scroll down to see timing.

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 25401, ARTH 35213, SCTR 38113, GRMN 35213

ARTH 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): ARTV 20030, ENST 25401, CHST 25401, AMER 25401, ARCH 25401

ARTH 25545. Cartography & the Early Modern State. 100 Units.

This seminar focuses on concurrent watersheds in drawing, cartography, and information technology - the rise of hand-drawn maps in government archives. This occurred in fifteenth-century Venice, the first state to combine surveying, drawing, and text in the systematic collection, storage, delivery, and analysis of geospatial data concerning its territories. A radical departure from classical and medieval cartography, Venice’s paper maps synced perspectival pictures with nested layers of toponyms, informational legends, directional indicators and scale bars, requiring a new kind of literacy and hardware to calculate distance. No precedent existed for this analog GIS (geographic information system); other chancery collections came later or did not have the same functionality. We will compare Venice’s paper maps to contemporary landscape painting and print culture’s bird’s eye views and maps. We will address their increasingly dynamic interface, methods of indexing, and storage and retrieval before the arrival of filing cabinets; the addition of polychrome reliefs with their heightened sense of being there; and the increase in flattening abstractions through the end of the Venetian empire (1797). These abstractions anticipated modern mapping before the advent of digital GIS (also a government initiative) and cartography’s return to embedding the user. Students are welcome from across the disciplines and may choose related topics for supervised research projects.

Instructor(s): K. Barzman Terms Offered: Winter
Equivalent Course(s): ARTH 35545

ARTH 25706. Public Land as Landscape: Ecosystems, Representation, and American Nation Building. 100 Units.

The history of landscape art in the United States has often been described as fundamentally intertwined with American identity and nation building. In many of these interpretations, a tension exists between reading landscape as purely symbolic representations of abstract ideals or as mere description of a physical place and its flora and fauna. This course will examine that tension by interrogating the history of public land and its representation in the United States, thinking through methods drawn from art history, indigenous critical theory, and the environmental humanities to understand landscapes both for their symbolic and ecological values. Federal land, like that managed by the National Park and Forest Services as well as state, county, and local parks will be analyzed. We will look at canonical works of the American landscape, including by artists such as Thomas Moran and Ansel Adams, photographs from 19th-century geological surveys, as well as contemporary artists’ responses to these works. Additionally, we will visit local sites of public land as case studies such as Jackson Park, the Burnham Wildlife Corridor, and ‘Site A’ in Red Gate Woods (where UChicago housed a self-contained nuclear lab and buried the world’s first nuclear reactor). The course will help students think through the ecology of public land and the ways in which historical understandings of habitat function, landscape, and American identity have shifted over time.
What role do new technologies and forms of spectatorship, from oil painting to dreams and desire, such as one might find in Freud? And is realism a revolutionary venture, or a consolidating metaphysics, or its strange side career as a label for amoral pragmatism in political theory and practice, the proliferation of straight lines in 20th Century art and architecture is generally associated with rational and universalist procedures and perspectives, and closely associated with the rise of industrial society. This course will look at straight lines in modern art from a very different perspective. We will study a hidden genealogy of straight lines that all seem to evoke the vagaries of sensory realities and capacities and that are aesthetic through and through. These type of straight lines are all, in their various ways, related to the close interaction between bodies and media technologies - one of the major themes in modern art. The question, of course, is how and why straight lines comes to express this relationship. To look at this question, we will study artworks and ideas that extend from the mid 19th-century to 21st century art and that includes a wide range of media and expressions, including architecture, painting, drawing, film, video and computer art. More specifically, we will look at how the changing deployment of the straight lines in art signals changes in the relation between bodies, technical systems and the concept of infrastructure. The course will start by paying close attention to one paradigmatic work: La Monte Young’s ‘Composition 1960 # 10 (To Bob Morris): Draw A Straight Line And Follow It’. We will use this work as a preliminary template for moving back to 19th Century encounters between art, architecture and physiological aesthetics and for the proliferation of straight lines in 20th Century art and architecture is generally associated with rational and universalist procedures and perspectives, and closely associated with the rise of industrial society. This course will look at straight lines in modern art from a very different perspective. We will study a hidden genealogy of straight lines that all seem to evoke the vagaries of sensory realities and capacities and that are aesthetic through and through. These type of straight lines are all, in their various ways, related to the close interaction between bodies and media technologies - one of the major themes in modern art. The question, of course, is how and why straight lines comes to express this relationship. 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photography, the printed book to streaming media, play in its rise and evolution? Readings in art history, fiction, and philosophy will alternate with film screenings and gallery visits.

Instructor(s): A. Pop, M. Widrich
Terms Offered: Autumn
Equivalent Course(s): ARTH 36909

ARTH 27032. Bodies, Objects, Cognition. 100 Units.
This course explores the differences between objects and embodiment as examined in varied historical periods and artistic genres. We will probe the ontological indeterminacy of embodied beings versus machines in terms of agency, autonomy, subjectivity, and artificiality. Our main operative mode is a visual-verbal comparison and its perception. Through discussions of such visual strategies as pareidolia, abstraction, bodyscape, as well as the scientific phenomena of cloning and humanoid robotics, the course will destabilize once fundamental epistemologies to present a cognitive moment when the traditionally stable object-body dichotomy is understood anew as a dynamic site of affective, biological, representational, and mechanical relations. Visual artists, writers and critics studied will include Leonardo da Vinci, Hans Holbein, Giuseppe Arcimboldo, Wassily Kandinsky, Kazimir Malevich, Tadeusz Borowski, Stanislaw Lem, Allan Teger, Magdalena Abakanowicz, W.T.J. Mitchell and others. All readings are in English.

Instructor(s): Bozena Shallcross
Terms Offered: Winter
Equivalent Course(s): ANTH 27032, ANTH 27032, REES 27032, ARTH 37032, REES 37032, ANTH 37032, KNOW 37032

ARTH 27440. Buddha Then and Now: Transformations from Amaravati to Anuradhapura. 100 Units.
The Buddhist sculptures in Amaravati are arguably the earliest to influence the early Buddhist art of the other parts of the sub-continent as well as south and southeast Asia. The course begins with the discussion of the context in which the Buddha images were made in Amaravati and the factors including Buddhist doctrinal developments that contributed to the spread of these images to various parts of Sri Lanka. Then it traces the course and function of Buddhist iconography in Sri Lanka until into the 21st century to assess the role of geopolitical factors. The positionality and portrayals of the images of Buddha are also considered and analyzed. The course traces the trajectories that transformed the image of the Buddha from a symbol of peace to jingoist assertiveness. Through the study of the images of the Buddha, the aim is to comprehend the ways Buddhism has changed over centuries from an inclusive posture which helped it sustain and spread to different parts of the world only later to become exclusionary.

Instructor(s): See Padma Holt
Terms Offered: Winter
Equivalent Course(s): RLVC 37440, HREL 37440, SALC 37440, ARTH 37440, SALC 37440, RLST 27440, HIST 36704

ARTH 27450. Cities in Motion: the Architecture of Public Transit. 100 Units.

TBD
Instructor(s): L. Joyner
Terms Offered: Winter
Note(s): Consent is required to enroll in this class
Equivalent Course(s): ARTH 37450

ARTH 27490. Art as Buddhism in Ancient India: Explorations in the Stupa of Amaravati and Other Monuments. 100 Units.
This course will examine the visual construction of early Buddhism in India, focusing in particular on stūpas and especially on the art of the great stūpa (mahachaitya) at Amarāvati in Andhra Pradesh. We will examine questions of Buddhology; the diversity and range of conversations within early Buddhism, leading to the rise of the Mahāyāna, in relation to the visualization of Buddhist theory and narrative in the extensive and extraordinary decorations of the major sites. The course will introduce those taking it to the rich visual, material and epigraphic culture of the Buddhist stūpas as well as the vibrant textual world of Indian Buddhist writing - from stories to suttas to commentaries. Students will have the opportunity to develop their own final papers in relation to this material or comparatively with other material in which they also retain an interest (not necessarily only Buddhist).

Instructor(s): Jaś Elsner
Terms Offered: Spring
Note(s): The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): ARTH 37490, RLST 27490, SALC 37490, RLVC 37490, HREL 37490, SALC 37490

ARTH 27530. (Re)Producing Race and Gender through American Material Culture. 100 Units.
This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.
Terms Offered: Winter
Equivalent Course(s): ANTH 25214, HIST 27414, CRES 27530, GNSE 27530
ARTH 27611. Doubting Vision: Seeing and Believing. 100 Units.
How do images compel beliefs, enable knowledge, or encourage experiences of doubt? This course will introduce students to a range of artworks, films and media to explore historical changes in modes of perception, attitudes and responses to visual media. While photographic images are often claimed to hold a privileged relation to what they represent, we will consider historical practices of photographic and digital trickery, as well as the ability of visual representations to conjure, deceive, and maintain illusions. The class will combine critical, historical and philosophical readings with careful analysis of artworks and films from the nineteenth-century to the present, including trompe l'oeil paintings, spirit photographs, early trick films, staged and manipulated images, and works that seek out and entertain uncertainty through technical means such as speed, slowness, blur and glitch. Through close analysis of visual media as engines of belief, we will address their role in shaping or undermining social relations, claims to knowledge, and conceptions of the world, including the capacities of photography to reveal otherwise invisible or unseen phenomena, relationships between media and evidence, and the ways in which traditions of magic have shaped experiences of the cinema.
Instructor(s): Sophie Lynch Terms Offered: Spring
Equivalent Course(s): CMST 27610

ARTH 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, ARCH 27800, ARTH 37800, MENG 30210

ARTH 28311. Image, Iconoclasm, Animation. 100 Units.
This course will explore the fantasies of the animation of images both ancient and early Christian, both secular and sacred, as the backdrop to examining the phenomenon of iconoclasm as an assault on the image from pre-Christian antiquity via Byzantium to the Protestant Reformation. It will tackle both texts and images, the archaeological context of image-assault and the conceptual (indeed theological) contexts within which such assault was both justified and condemned. These historical issues cannot be separated, in our scholarly approaches and responses, from a vibrant contemporary culture around question of virtuality, animation, image-worship and image-destruction in the current world. The course will provide space to reflect on the problems raised by this. The course will be taught over the first four and a half weeks in the Spring Quarter on an intensive schedule. It will be examined on the basis of a paper, due on a subject to be agreed and on a date to be agreed at the end of the Spring quarter.
Instructor(s): Jaś Elsner Terms Offered: Spring
Prerequisite(s): The course will be taught over the first 4 and a half weeks in the Spring Quarter on an intensive schedule.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): RLIST 28311, MDVL 28311, ARTH 38311, CLCV 25923, CLAS 35923, RLVC 38311

ARTH 28331. Introduction to Early Christian Art. 100 Units.
In this course, we will explore the beginnings of Christian art and architecture from the third to the seventh century within the larger framework of late antique culture. Questions we are going to discuss include: What do the earliest Christian images in the catacombs and on sarcophagi convey about the hopes and fears of those who commissioned them? What were the functions and messages of the splendid mosaics that survive, for instance, in churches of Rome and Ravenna? What is the place of early Christian manuscript illumination within the larger context of late antique book culture? How were visual means employed to provide exegesis of the Bible or advance theological arguments? In which ways did the design and furnishing of churches respond to needs associated with the celebration of the liturgy? What do we know about viewer response to Christian art both in the private and the public spheres? To what degree was early Christian architecture and iconography inspired by the arts of Greco-Roman polytheism and ancient Judaism? Why did it take several centuries for early Christianity to develop a distinct visual language of its own in the first place?
Instructor(s): Karin Krause Terms Offered: Winter
Equivalent Course(s): RLIST 28313

ARTH 28325. Art and Description in Antiquity and Byzantium. 100 Units.
This course explores the rich tradition of ekphrasis in Greco-Roman antiquity and Byzantium - as it ranges from vivid description in general to a specific engagement with works of art. While the prime focus will remain on texts from Greece, Rome and Byzantium - in order to establish what might be called the ancestry of a genre in the European tradition and especially its fascinating place between pagan polytheistic and Christian writing
-- there will be opportunity in the final paper to range beyond this into questions of comparative literature, art (history) writing and ekphrasis in other periods or contexts, depending on students’ interests and needs. A reading knowledge of Greek in particular could not be described as a disadvantage, but the course can be taken without knowing the ancient languages. The course will be taught over the first 4 and a half weeks in the Spring Quarter on an intensive schedule. It will be examined on the basis of a paper, due on a subject to be agreed and on a date to be agreed at the end of the Spring quarter.

Instructor(s): Jaś Elsner and Karin Krause Terms Offered: Spring
Prerequisite(s): The course will be taught over the first 4 and a half weeks in the Spring Quarter on an intensive schedule.

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): ARTH 38330, RLV 38325, CLVC 28323, CLAS 38323, ARTH 38325, MDVL 28325, RLST 28325

ARTH 28330. Art and Religion from the Roman to the Christian Worlds. 100 Units.
This course will be an introduction to Roman and early Christian art from the early empire to late antiquity. It will explore the significance of the changes in visual production in relation to different attitudes to religion and society; its specific and conflictive historiography; the particular issues involved in the move to Christianity and a Christian visual culture. We shall veer between an empirical inductive approach, looking at lots of stuff and a more general account of theoretical overviews that have been offered for Roman and late art - overviews that have been influential in the broader historiography of art history as a discipline.

Instructor(s): Jaś Elsner Terms Offered: Spring
Note(s): The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): ARTH 38330, RLV 38330, CLAS 38322, RLST 28330, CLVC 28322

This sequence is required of students majoring in Cinema and Media Studies. Taking these courses in sequence is strongly recommended but not required.

ARTH 28500. History of International Cinema I: Silent Era. 100 Units.
This course provides a survey of the history of cinema from its emergence in the mid-1890s to the transition to sound in the late 1920s. We will examine the cinema as a set of aesthetic, social, technological, national, cultural, and industrial practices as they were exercised and developed during this 30-year span. Especially important for our examination will be the exchange of film techniques, practices, and cultures in an international context. We will also pursue questions related to the historiography of the cinema, and examine early attempts to theorize and account for the cinema as an artistic and social phenomenon.

Instructor(s): Allyson Field Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 is required. Course is required for students majoring or minoring in Cinema and Media Studies.

Note(s): For students majoring in Cinema and Media Studies, the entire History of International Cinema three-course sequence must be taken.
Equivalent Course(s): MAPH 33600, ARTV 20002, ARTH 38500, MAAD 18500, CMLT 32400, ENGL 48700, CMST 48500, CMLT 22400, ENGL 29300, CMST 28500

ARTH 28600. History of International Cinema II: Sound Era to 1960. 100 Units.
The center of this course is film style, from the classical scene breakdown to the introduction of deep focus, stylistic experimentation, and technical innovation (sound, wide screen, location shooting). The development of a film culture is also discussed. Texts include Thompson and Bordwell’s Film History: An Introduction; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.

Instructor(s): James Lastra Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring or minoring in Cinema and Media Studies.

Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): CMLT 22500, REES 45005, CMST 48600, CMLT 32500, MAAD 18600, ARTH 38600, MAPH 33700, ARTV 20003, CMST 28600, ENGL 48900, ENGL 29600, REES 25005

ARTH 28605. Earthworks Revisited. 100 Units.
More than a half century after the first modern artworks were made using the land and earth as central materials, new understandings of this seemingly canonical phase in postwar Western art history are emerging from new questions, perspectives, and contexts. As these “earthworks” have found a place in the long history of art, what is their relationship to ancient and indigenous artistic and architectural practices? From the vantage of potential ecological destruction, might this “land art,” makeable and reachable only by car and plane and sponsored in part by the De Menil family, be better understood as “oil art”? What new insights do newly accessible archives by now deceased artists yield, for example the estates of Walter De Maria and Robert Smithson? How have these works aged, and what is their longterm future from the perspectives of material, technical art history, and conservation?

Terms Offered: Spring
Prerequisite(s): This is a traveling seminar.
Note(s): Instructor’s consent is required.
Equivalent Course(s): ARTV 30942, ANTH 36713, ARTH 38605, ANTH 26713, ARTV 20942

ARTH 28607. Art Inc.: Art and Industry After 1945. 100 Units.
This seminar tracks the aesthetics and politics of visual art’s relationship with industry between WWII and the present. We will examine the work of artists, architects, and designers who variably critiqued, celebrated, worked for, or otherwise engaged with an array of postwar industries and their corporate avatars—including aerospace, electronics, materials science, and computing. Readings drawn from art history, as well as histories of business, science, and technology will illuminate problems which concern the rise of industrial design as a profession, the roles of public art and art collecting as forms of corporate image-making, the artist-as-manager of the 1960s, the entanglement of art and artists in the so-called “military-industrial-aesthetic complex,” the rhetoric of “creativity” in corporate culture, corporate artist-in-residency programs like those at Xerox Park and Google, and other more subtle instances of art’s proximity to corporate power. In addition to readings, visits to art collections on campus and Chicago-area public art will inform our investigation.
Instructor(s): T. Shabtay Terms Offered: Autumn
Equivalent Course(s): ARTH 38607

ARTH 28705. Christian Iconography. 100 Units.
In Christian culture, visual images have for many centuries played a pivotal role in ritual, devotion, intellectual thought, and religious instruction. The most important aims of this course are that students understand images convey meaning in very unique ways and learn how to decode their visual messages. The study of iconography encompasses a variety of methods used to identify the subject matter of a pictorial image, describe its contents, and analyze the discourse and strategies in view of its original cultural context. We will cover some of the most important themes visualized in the arts of Christianity by analyzing imagery spanning different periods, geographical regions, pictorial media, and artistic techniques. While special emphasis is placed on the intersections of art and literature, we will also examine pictorial themes that are independent of a specific textual basis. Alongside the study of Christian iconography, this course will address broader issues of visual inquiry, such as patronage, viewer response, emotions, and gender roles. In this course, students will acquire a ‘visual literacy’ that will enable them to explore all kinds of works of art fruitfully as primary sources in their own right.
Instructor(s): Karin Krause Terms Offered: Autumn
Equivalent Course(s): Rlst 28705, MdvL 28705

ARTH 28815. World’s Fairs, 1851-1937: Chicago and Paris. 100 Units.
The great era of world’s fairs (or universal expositions) lasted about ninety years. Although this golden age originated in London and took expression on every continent, two of its most significant hosts were Paris and Chicago. This course will examine the character and impact of expositions in these two cities, concentrating on Paris expositions held between 1855 and 1937 and the two Chicago fairs of 1893 and 1933. Particular attention will be given to the art, design, and architecture featured, stimulated, and sometimes ignored by the fairs but technological, racial, political, institutional, and social themes will be examined as well. This colloquium is meant to encourage creation of research papers. It will meet once a week and there will be heavy reliance upon images at each session.
Equivalent Course(s): HIST 28805

ARTH 29001. Painting and Description in the Roman World: Philostratus’ Imagines - Religion, Education, Sexuality. 100 Units.
This course explores Roman art, especially painting, through the single most thoughtful, playful and creative text on naturalistic painting written in antiquity. Arguably, it is the most interesting examination of the brilliance and the problems of naturalism ever written in the Western tradition, creating a non-historicist, fictive and rhetorically-inflected model for thinking about art. Philostratus took the rhetorical trope of Ekphrasis to new heights, in an extraordinary intermedial investigation of textuality through the prism of visuality and of visual art through the descriptive prism of fictional prose. The course will involve close readings of Philostratus’ descriptions of paintings alongside exploration of the Greek and Roman art of the imperial period from Pompeian paintings via floor Mosaics to sarcophagi. A reading knowledge of Greek could not be described as a disadvantage (!) but is not a requirement. The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted). This book is not exorbitantly expensive and is worth buying, as we will all need a copy throughout.
Instructor(s): Jas Elsner Terms Offered: Spring
Prerequisite(s): Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted).
Equivalent Course(s): Gnse 39001, Gnse 29001, Arth 39001, RLVC 39001, Rlst 29001

ARTH 29162. Masquerade as Critique. 100 Units.
Critique is most often figured as an act that reveals a reality that was previously hidden, as though one were pulling back a curtain or lifting a veil. But, as the critic Craig Owens points out, "in a culture in which visibility is always on the side of the male, invisibility on the side of the female…are not the activities of unveiling, stripping, laying bare…unmistakably male prerogatives?" This interdisciplinary seminar develops an alternate genealogy of critique informed by feminist, queer, and Black studies perspectives. It eschews the modernist drive toward transparency, instead examining tactics of resistance such as masquerade, disidentification, appropriation, drag, fugitivity, and critical fabulation. This course pairs readings by authors including Eve Sedgwick, bell hooks, José
Muñoz, and Saidiya Hartman with art, performance, and films by figures like Claude Cahun, Carrie Mae Weems, Jack Smith, the Karrabing Film Collective, Cheryl Dunye, David Hammons, and Jennie Livingston. Together, we will ask: What is critique, and how does it relate to power? How have artists engaged strategically with visibility and invisibility, and what can their work teach us today? This course will incorporate guest lectures and fieldwork in museums and archives. Culminating in a creative final project, it aims to develop a toolkit for critique that thinks past the timeworn imperative to render the invisible visible.

Instructor(s): L. Pires Terms Offered: Spring
Note(s): Registration by consent, only.
Equivalent Course(s): MAPH 39162, CRES 29162, GNSE 39162, GNSE 29162, ARTH 39162

ARTH 29303. The Art of Empire: British India. 100 Units.
This seminar aims to teach students how to look at, think about, and engage critically with the visual culture of British India. Together, we will examine the repercussions of the Anglo-Indian colonial encounter on the disciplines of painting, decorative arts, photography, and architecture. We shall not only study the objects themselves, but interrogate the cultural, political, and intellectual circumstances under which they were produced, circulated, collected, and displayed. Finally, we will explore the legacy of the British empire today—its influence on contemporary art, the politics and practices of museum displays, repatriation debates, and beyond. For the final project, students will conceptualize their own exhibitions, selecting eight artifacts that present a broad view of the art of colonial South Asia.

Instructor(s): Tara Kuruvilla Terms Offered: Spring
Prerequisite(s): Consent is required to enroll, with a focus on fit rather than prior experience. Interested students should email the instructor (Tara Kuruvilla, tkuruvilla@uchicago.edu) with a short paragraph explaining their interest in the course and any related experience or coursework. Students must attend the first class to confirm enrollment.

ARTH 29600. Doing Art History. 100 Units.
This course has two main objectives: to explore major texts and methodological approaches within the discipline of art history and to develop art historical research and argumentation skills. The course aims to deepen your understanding of art history as a discipline and the range of analytic strategies it affords. We read a mix of classic and more recent essays that have shaped and represent the discipline, and test their wider applicability and limitations. Through this process, participants are encouraged to discover the kinds of questions that most interest them.

Instructor(s): M. Ward Terms Offered: Winter
Prerequisite(s): Consent Only
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): ARCH 29600

ARTH 29700. Reading Course. 100 Units.
This course is primarily intended for students who are majoring in art history and who can best meet program requirements by study under a faculty member's individual supervision. The subject, course of study, and requirements are arranged with the instructor. Prerequisite(s): Consent of Instructor and Director of Undergraduate Studies Note(s): Students are required to submit the College Reading and Research Form. Must be taken for a quality grade. With adviser's approval, students who are majoring in art history may use this course to satisfy requirements for the major, a special field, or electives. This course is also open to nonmajors with advanced standing. This course does not meet the general education requirement in the dramatic, musical, and visual arts.
Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of Instructor and Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Form. Must be taken for a quality grade. With adviser's approval, students who are majoring in art history may use this course to satisfy requirements for the major, a special field, or electives. This course is also open to nonmajors with advanced standing. This course does not meet the general education requirement in the arts.

ARTH 29800. Senior Thesis Workshop. 100 Units.
This workshop provides guided research on the topic of the senior thesis. Students arrange their program of study and a schedule of meetings with their assigned section leader. Required of fourth-year Art History majors who wish to pursue honors.

Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Possibly required of Fourth-Year Art History Majors; consult the program requirements in the catalog and contact Art History's Director of Undergraduate Studies for more information.
Note(s): This course does not meet the general education requirement in the arts.

ARTH 29900. Preparation for the BA Paper. 100 Units.
This course provides guided research on the topic of the senior paper. Students arrange their program of study and a schedule of meetings with their senior paper advisor.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and Undergraduate Program Chair
Note(s): Students are required to submit the College Reading and Research Form. May be taken for P/F grading with consent of instructor.