

## 2020-21 courses pre-approved for Architectural Studies Minor program credit

Last updated 9/17/2020

\* Architecture Studio courses

### Autumn Quarter 2020

#### 1) Art History Department courses

##### **ARCH 17002 Drawing and Making of Architecture** (*two sections*)\*

This course focuses on the practice of drawing in the making of architecture. It explores the act of tracing lines on a surface as the foundation of design, a word that evokes through its own origins the very moment of architectural invention. As the most direct expression of the architect's ideas and an operative form of 'non-verbal thinking,' the physical response of the hand to media contributes crucially to the creative process. This studio course will offer an unmediated encounter with drawing techniques: we will test different supports-from parchment to screen, and especially paper-and different tools-natural chalks, antique and modern inks, industrial pencils, as well as keyboards and tablets-in order to understand the interaction, throughout history, between materials and design practice. Parallel to this, we will discuss a wide range of readings critically, thus reconstructing the evolving theory of representation in architectural writings and the relevance of graphic expression to both theorists and practitioners. Ultimately, the course will allow students to penetrate norms and conventions of technical drawing and to understand a primary tool in the production of architecture from the point of view of its makers.

*Instructor:* Dario Donetti

*Note(s):* This course meets the general education requirement in the arts. This course may be taken for Architectural Studies minor credit or Arts Music Drama credit but not both.

*Equivalent Course(s):* ARTH 17002

##### **ARCH 16010 Mesoamerican Architecture**

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

*Instructor:* Claudia Brittenham

*Equivalent Course(s):* ARTH 16010, LACS 16010

### **ARCH 20000 Understanding 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 specifically geared to introducing the fundamentals of architectural history to those undergraduate students seeking a minor in architectural studies. However, MA and PhD students in other fields are welcome to register.

*Instructor:* Katherine Taylor

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

### **ARCH 24190 Imagining Chicago's Common Buildings\***

This class 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 class, 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 class 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. Please note: the class has required meetings on both Tuesdays (5-6:20) and Fridays (2:30-5:50, with a break) beginning on Tuesday October 2nd. This course is part of the College Course Cluster program: Urban Design.

*Instructor:* Luke Joyner

*Note(s):* Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, [lukejoy@uchicago.edu](mailto:lukejoy@uchicago.edu)) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.

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

### **ARCH 24194 Projections in the Vivosphere\***

This studio course invites students to devise new techniques for imaging the vivosphere: the fragile and reactive film of interactions that sustain human and non-human life around the surface of the earth. This critical zone is both a space of inquiry and topic of concern, crossing geophysical and disciplinary boundaries. Although more than the sum of representations, new techniques of imaging are urgently required for the shape and behavior of this frontier to fully

enter our collective imagination and policy conversations.

Seminar discussions and hands-on workshops will immerse students in historic and contemporary techniques of drawing as platforms for inquiry and political influence. While students will develop the ability to manipulate the projective geometries that underpin orthographic, perspectival, isometric, anamorphic and cartographic systems of projection, the vivosphere defies these prevailing modes of description. Research in this critical zone struggles to represent its shape, picture interactions across scale, and overcome the dissonance between planetary representations and lived experience, static geometry and dynamic cycles. Students will be invited to devise and attempt novel techniques to overcome these limitations.

*Instructor:* Andrew Schachman

*Equivalent Course(s):* ARTH 24194

### **ARTH 18606 Structuring China's Built Environment**

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

*Instructor:* Zhenru Zhou

*Equivalent Course(s):* ARCH 18606, EALC 18606

## **2) Courses in other departments**

### **ENST 26005 Cities by Design**

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

*Instructor:* Emily Talen

*Equivalent Course(s):* PBPL 26005, ARCH 26005, GEOG 26005

### **CLCV 27116 The Greek Countryside**

This course explores the historic development and dynamics of the ancient Greek countryside (oikoumene, chora) alongside the emergence of the city (polis). Recent historical analyses of demography and economy, archaeological fieldwork, and research on the cultural lens of town/country are revealing a highly complex world surrounding the city walls. What are the benefits and potential interpretive challenges of investigating these places and their constituent actors? Discussions will question the construction of urban vs. non-urban categories of ancient life, agropastoral economies and markets, political and social boundaries, rural sanctuaries, diachronic change, and methods and theories for examining the countryside through material culture and textual evidence.

*Instructor:* Catherine Kearns

*Equivalent Course(s):* CLAS 37116, ARCH 27116

### **SOCI 28088 Sex and Gender in the City**

This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

*Instructor:* Sneha Annavaparau

*Equivalent Course(s):* ARCH 22105, ENST 12105, GLST 12105, GLST 22105, GNSE 12105

### **ENST 20170 Pandemics, Urban Space, and Public Life**

Much of the cultural vibrance, economic strength, and social innovation that characterizes cities can be credited to their density. Put simply, cities bring people together, and togetherness allows for complex and fruitful exchange. But togetherness also brings risks, notably from infectious disease. A pandemic feeds on propinquity. "Social distance," while a short-term public health imperative, is antithetical to the very idea of the urban. In this seminar, we will explore these competing tensions in light of current and past disease outbreaks in urban settings. Drawing on a range of texts from history, design theory, sociology, and anthropology, as well as cultural artifacts like film, graphic memoir, and photography, we will engage questions like: How are the risks of contagion balanced with the benefits of density? How are such risks distributed throughout society? What creative responses have architects, urban designers, and planners brought to this challenge? Most importantly, how can we respond constructively to the challenge of pandemic to create cities where the benefits of togetherness are maximized, perhaps even improved on compared with the pre-outbreak condition? Students will have the opportunity to propose design or policy interventions to help their own communities cope with the present coronavirus/COVID-19 crisis as it is unfolding and to return to post-pandemic life more vibrant than ever.

*Instructor:* Evan Carver

*Equivalent Course(s):* ARCH 20170, GEOG 20170, HLTH 20170, PBPL 20170

### **ENST 20180 Writing the City**

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

*Instructor:* Evan Carver

*Equivalent Course(s):* ARCH 20180

### **GEOG 28202 Geographic Information Science 1**

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

*Instructor:* Kevin Credit

*Equivalent Course(s):* GEOG 38202, ARCH 28202

## **Winter Quarter 2021**

### **1) Art History Department courses**

#### **ARCH 24197 Lakefront Kiosk\***

Students will design kiosks on Chicago's lakefront, one of the city's most vibrant public spaces. Historically, the shoreline of Lake Michigan has played a central role in Chicago's urban identity. In the 1909 "Plan for Chicago" Daniel Burnham proposed to reclaim the entire length of the lakefront as a place of leisure for all inhabitants of the city—an idea realized during the 20th

century. The Chicago Park District oversees over forty kiosks that punctuate the shoreline, which during the summer offer food, retail, and recreational services. Although these kiosks are, by necessity, modest in size, these structures are an exciting opportunity to explore creative architectural solutions.

The design studio will identify the lakefront as a new realm of architectural imagination that operates on the scenic threshold of the city and at a more intimate scale. Though a small structure—a work of micro-architecture—a kiosk can reinforce the city’s broader commitment to forward-thinking design. The studio’s challenge is to demonstrate how small-scale architectural design can transform public space. The kiosk will be designed as both a seasonal commercial space, and year-round space for exhibiting information about Lake Michigan — from its history as an industrial machine to its potential future as an ecological preserve. The studio will explore how a kiosk engages with both visitors and the surrounding environment, and how a kiosk maintains an active presence on the lakefront and attracts visitors year-round.

*Instructor:* Martin Felsen

*Equivalent Course(s):* ARTH 24197

### **ARCH 24205 Skills & Processes for Architecture and Urban Design\***

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

*Instructor:* Luke Joyner

*Note(s):* Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, [lukejjoy@uchicago.edu](mailto:lukejjoy@uchicago.edu)) to briefly explain their interest and any previous experience with the course topics, though none is required. Priority will be given to 1st-3rd year undergraduates who have not already taken UAD studio courses, but intend to do so. Students must attend first class to confirm enrollment.

*Equivalent Course(s):* ARTH 24205

### **ARCH 24210 Complex Curves/Plastic Shapes\***

Complex forms are ever more prevalent in architecture, in large part due to sophisticated software easing their design and fabrication. This course is a formal investigation of these curved forms and plastic shapes, and aims to develop critical understanding of formal issues underlying their use, construction and intention. The format is that of a combined workshop/seminar: in workshop mode, weekly drawing exercises will be done with increasing levels of geometric complexity. This work will be accompanied by discussion of formal issues, including positive and negative space, boundaries, interiority, and distinction between curved

surfaces and volumes. Readings and presentations will provide theoretical and historical background. The underlying basis for our investigation are a number of sculptures done in the mid-20th century by Albers, Moholy-Nagy, Gabo, Hepworth, Kobra, and Vantongerloo. Seen as a whole, their work provides methodologies for the construction of complex curved form, and a broad range of positions on materiality and fabrication. The discipline learned from both their and your work is applicable at a variety of scales from the intimate to the architectural, as well as to orthogonal constructions.

The exercises build on each other so steady participation is needed. Familiarity with digital software is preferred, although analog methods of drawing and making can work. Some experience with design is recommended.

*Instructor:* Geoffrey Goldberg

*Equivalent Course(s):* ARTH 24210

### **ARCH 24267 Architecture of Memory\***

This architecture studio course will explore the concept of spaces created as memorials or for the purpose of holding or preserving memories. Design projects and spatial concepts will be the main focus for the class. Students will also research and critique existing built projects and visit spaces around the city to form a basis for understanding and analyzing architecture. Students will generate a portfolio of 2D and 3D spatial explorations throughout the quarter. For final design projects, students will choose real sites and will create a design for a memorial for an aspect of social history of the South Side and/or the Washington Park neighborhood of Chicago. Visits to exhibitions around Chicago and current events stories will serve as starting points for project subjects. Students are required to attend the first seminar to enroll in the course. Excursions across the city will occur during regular meeting times, but a make-up option will be outlined and permitted. Though basic tools and materials for model making will be available for sharing during studio or through a tool library, some students may find it beneficial to obtain their own items for use outside of class time and to supplement what is provided.

*Instructor:* Nootan Bharani

*Note(s):* Excursions across the city will occur during regular meeting times, but a make-up option will be outlined and permitted. Though basic tools and materials for model making will be available for sharing during studio or through a tool library, some students may find it beneficial to obtain their own items for use outside of class time and to supplement what is provided.

*Equivalent Course(s):* ARTH 24267, ARTH 34267, ARTV 24267, ARTV 34267, ARCH 34267, ENST 24267

### **ARCH 29600 Junior Seminar: Doing Art History**

The aim of this seminar is to deepen an understanding of art history as a discipline and of the range of analytic strategies art history affords to students beginning to plan their honors papers or, in the case of students who are minoring in art history, writing research papers in art history courses. Students read essays that have shaped and represent the discipline, and test their

wider applicability and limitations. Through this process, they develop a keener sense of the kinds of questions that most interest them in the history and criticism of art and visual culture. Students develop a formal topic proposal in a brief essay, and write a final paper analyzing one or two works of relevant, significant scholarship for their topics.

PQ: Required of third year students who are majoring in art history. Consent is required for registration.

*Instructor:* Tamara Golan

*Equivalent Course(s):* ARTH 29600

## **2) Courses in other departments**

### **SOCI 20104 Urban Structure and Process**

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

*Instructor:* Marco Garrido

*Equivalent Course(s):* ARCH 20104, CRES 20104, ENST 20104, GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100

### **ENST 20150 Sustainable Urban Development**

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.

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

*Instructor:* Evan Carver

*Equivalent Course(s):* ARCH 20150, GLST 20150, PBPL 20150

### **HIST 23210/99 Urban Core in Paris**

This course is both an introduction to how historians think about cities and a history of cities from the Middle Ages through the Cold War. Most of the examples are drawn from Europe, with a special focus for the version of the course taught in Paris on that city, but significant attention is given to Africa and the United States. The course is chronological in organization,

but each class also focuses on a different theme, such as the place of politics, industrial development, migration, culture, and commerce in the transformation of urban forms and experiences.

*Instructor:* Leora Auslander

*Note(s):* Prerequisite of admission to the Paris: Social Sciences Urbanism program.

*Equivalent Course(s):* ARCH 23210

### **ANTH 23825/99 Social Theory of the City**

This seminar explores various historical, sociological and anthropological theories of cities. The course analyzes major theoretical frameworks concerned with urban forms, institutions, economic structures and experiences as well as particular instances of city development from pre-modern to contemporary periods. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.

*Instructor:* Alan Kolata

*Note(s):* Prerequisite of admission to the Paris: Social Sciences Urbanism program.

*Equivalent Course(s):* ARCH 23825

### **ENST 26005/99 Cities by Design**

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

*Instructor:* Emily Talen

*Note(s):* Prerequisite of admission to the Paris: Social Sciences Urbanism program.

*Equivalent Course(s):* ARCH 26005, GEOG 26005, PBPL 26005

### **ITAL 23321 Writing and Reading Space(s) in the Italian Renaissance**

This course offers an introduction to the study of the Renaissance in Italian literature. A defining movement in the history of European culture and civilization, the Renaissance is best known for its rediscovery of classical antiquity, its achievements in the arts, literature, philosophy, exploration etc., as well as for the rise of a modern sense of self. Italy represents the gateway to the study of the Renaissance as it was the birthplace of many of its key protagonists. In this course, students will become familiar with some of the major male and female representatives of the Italian Renaissance. From Petrarch to Alberti, from Lorenzo de' Medici to Ficino, from Machiavelli to Michelangelo, from Vittoria Colonna to Moderata Fonte, we will situate their writings against the discrete geographical, political, and cultural backdrops

that engendered them. Thematically, the class will focus on the issue of space and the relationship between authors and the built environment. We will compare/contrast the physical milieu in which texts were produced (city/countryside, courts etc.), as well as look at how real and imaginary spaces were represented in literary form in order to examine how location both informs and affects the production of literary works. Lastly, we will engage with manuscripts and early printed editions of these texts during our in-and-off campus visits to the Special Collections at the University of Chicago Library and the Newberry Library.

*Instructor:* Eufemia Baldassarre

*Note(s):* Taught in Italian.

*Equivalent Course(s):* ARCH 23321, ARTH 23321, ENST 23321

### **REES 27021 The Rise and Demise of Polish Chicago: Reading Polonia's Material Culture**

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

*Instructor:* Bozena Shallcross

*Note(s):* Students must attend several panels of their choice during the conference entitled "What They Brought / What They Changed: Material Culture and Polish Chicago," on December 2-4, 2020

*Equivalent Course(s):* ARCH 27021, REES 37021

### **SOCI 20506 Cities, Space, Power: Introduction to Urban Social Science**

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

*Instructor:* Neil Brenner

*Equivalent Course(s):* ARCH 20506

### **HIST 27307 Schools and Space: A Chicago History**

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

*Instructor:* Nick Kryczka

*Equivalent Course(s):* ARCH 27307, AMER 27307, EDSO 27307, GNSE 27307, PBPL 27307

### **ENST 20185 Visualizing the City**

An underlying principle of all modern inquiry is to "make the unseen seen." But all too often, the phrase is thrown about as a meaningless cliché or, even worse, is used as an excuse for obfuscation. In VISUALIZING THE CITY, we reclaim the mandate to "make the unseen seen" by taking the cliché literally: we will restore the potential of excellent visual communication in the context of urban and environmental studies, culminating in the production of a print and online magazine for the program. Throughout this hands-on course, students will explore theories of visuality and visual communication and then apply various visualization tools to document, analyze, and communicate aspects of the built environment. Students will learn the fundamentals of software applications (such as Illustrator, InDesign, and Photoshop), web design, image editing, drawing, graphic advertising, layout, and page design. Special attention will be given to representing 2- and 3-dimensional space (i.e., cartography and drafting). Small exercises will build toward the final publication, with students acting as the production team, thereby coordinating technical skills with organization, management, communication, ethics, and teamwork.

*Instructor:* Evan Carver

*Equivalent Course(s):* ARCH 20185

### **ENST 20150 Sustainable Urban Development**

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.

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

*Instructor:* Evan Carver

*Equivalent Course(s):* ARCH 20150, GLST 20150, PBPL 20150

### **CMST 27522 Experimental Futures**

In this class students will get an outline of an emerging area of interdisciplinary research that reframes the category of the “human” in face of contemporary environmental challenges such as climate change and scarcity of resources. Students will become familiar with concepts and theories associated with post-humanism, new materialisms, and environmental humanities and use them to reflect on examples from architecture, design, and the arts. Assignments involve the reading and preparing of selected literature, written reflections on projects from architecture, design, and the arts, small lectures, and active participation in the class.

*Instructor:* Desiree Foerster

*Equivalent Course(s):* ARCH 27522

### **GNSE 23128 Home and Empire: From Little House on the Prairie to Refugee Camps**

What can living rooms tell us about empires? What did it mean to be a housewife in an imperial society? This course answers these and other questions by exploring the relationship between domesticity and imperialism over the past three hundred years. We will explore how Catholic Potawatomi women decorated their homes in the early eighteenth century, how black South African maids interacted with white employers during apartheid, and how young male refugees in contemporary France try to make homes in the land of their former colonial ruler. Through this work students will examine the racial, gendered, spatial, and political logic of imperial rule. This course is organized around three thematic phases: conquest and expansion, rule and resistance, and decolonization. After introducing theoretical approaches to the study of domesticity and imperialism, we will use case studies from across the globe to work through these thematic groups. We will discuss cases from North America, the Caribbean, Asia, Africa, Oceania, and Europe. By combining secondary literature with films, memoirs, domestic objects, and visual sources we will evaluate the intersections of imperialism and homelife. Students will ultimately conduct a final research project on a topic of their choosing to explore the course

themes in depth. Students will work to challenge notions of home as an idyllic or ahistorical space and see the power and struggles that took place within walls.

*Instructor:* Gregory Valdespino

*Equivalent Course(s):* HIST 29506, ARCH 29506

## Spring Quarter 2021

### 1) Art History Department courses

#### **ARCH 16213 Andean Art and Architecture**

The civilizations of ancient Peru, Bolivia, and Ecuador challenge many of our assumptions about the nature of art and society. In this course, we will study traditional Andean forms of art, such as textiles and landscape modification, as well as more familiar media, such as architecture and sculpture, from the beginnings of civilization to the end of the colonial era. Focusing on the art of the Chavín, Nazca, Moche, Tiwanaku, and Inca civilizations, as well as the encounter with Spanish colonialism, we will consider the interplay between naturalism and abstraction, imperial control and regional diversity, and the challenges of the Andean environment. In the final sessions, we will explore how the Inca past was remembered and represented in later Peruvian art.

*Instructor:* Claudia Brittenham

*Equivalent Course(s):* ARTH 16213, LACS 16213

#### **ARCH 24196 Second Nature: New Models for the Chicago Park District\***

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:* Andrew Schachman

*Equivalent Course(s):* ARTH 24196, ARTV 20206, ENST 24196, GEOG 24196

#### **ARCH 24198 Architecture of the Public Library\***

In this architecture studio course, you will learn and practice a range of architectural skills, using as a starting point the library as an institution, and in particular the range of libraries in and around Chicago. You will look at, sketch, and work within libraries across the campus and city, and think about the role the library plays in our time. Studio projects will focus on the library as a locus for learning, a public space, an organizational system, a set of social services, and an architectural opportunity. After a series of short design exercises, you will work in

groups to design a proposal for a new library for Chicago, on a real site that you choose. The bulk of your time will be spent on these studio projects, but there will also be reading and conversation. Materials for drawing and making will be provided.

*Instructor:* Luke Joyner

*Note(s):* This class will not have field trips outside of class time, but will regularly meet at different locations both on-campus and around the city. Please make sure you've built enough time into your schedule to get to and from meeting locations. Consent is required to enroll in this class. Interested students should email the instructor (Luke Joyner, [lukejjoy@uchicago.edu](mailto:lukejjoy@uchicago.edu)) to briefly explain their interest and any previous experience with the course topics. Students must attend first class to confirm enrollment.

*Equivalent Course(s):* ARTH 24198

### **ARCH 29600 Junior Seminar: Doing Art History**

The aim of this seminar is to deepen an understanding of art history as a discipline and of the range of analytic strategies art history affords to students beginning to plan their honors papers or, in the case of students who are minoring in art history, writing research papers in art history courses. Students read essays that have shaped and represent the discipline, and test their wider applicability and limitations. Through this process, they develop a keener sense of the kinds of questions that most interest them in the history and criticism of art and visual culture. Students develop a formal topic proposal in a brief essay, and write a final paper analyzing one or two works of relevant, significant scholarship for their topics.

PQ: Required of third year students who are majoring in art history. Consent is required for registration.

*Instructor:* Megan Sullivan

*Equivalent Course(s):* ARTH 29600

## **2) Courses in other departments**

### **ENST 20150 Sustainable Urban Development**

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective.

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

*Instructor:* Evan Carver

*Equivalent Course(s):* ARCH 20150, GLST 20150, PBPL 20150

**BCSN 21300 (Re)Branding the Balkan City: Contemporary Belgrade/Sarajevo/Zagreb**

The course will use an urban studies lens to explore the complex history, infrastructure, and transformations of these three cities, now the capitals of Serbia, Bosnia and Hercegovina, and Croatia. 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, 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. Classes are held in English. No knowledge of BCS is required. However, this module can fulfill a language requirement or simply further the study of BCS with additional weekly sections, materials, discussions, and presentations in the target language.

*Instructor:* Nada Petkovic

*Equivalent Course(s):* ARCH 21300, BCSN 31303, REES 21300, REES 31303

**HIST 24214 Cities in Modern China: History and Historiography**

China's shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China's cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities "modern," but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber's observations on Chinese cities through the rise of "China-centered" scholarship in the 1970s through the "global turn" of the 2000s. During the course students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.

*Instructor:* Dan Knorr

*Note(s):* Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.

*Equivalent Course(s):* ARCH 24214, EALC 24214, ENST 24214, GLST 24214

**HIST 26322 A History of Public Spaces in Mexico 1520 – 2020**

Streets and plazas have been sites in which much of Mexican history has been fought, forged, and even performed. This course examines the history of public spaces in Mexico since the Spanish Conquest. By gauging the degree to which these sites were truly open to the public, it

addresses questions of social exclusion, resistance, and adaptability. The course traces more than the role and evolution of built sites. It also considers the individuals and groups that helped to define these places. This allows us to understand street vendors, prostitutes, students, rioters, and the "prole" as central historical actors. Through case studies and primary sources, we will examine palpable examples of how European colonization, various forms of state building, and more recent neoliberal reforms have transformed ordinary Mexicans and their public spaces.

*Instructor:* Christian Rocha

*Equivalent Course(s):* ARCH 26322, ENST 26322, LACS 25322

### **ENGL 27008 Black in the City**

Moving from literature written during the early Jim Crow era to contemporary hip hop, this course will look at the ways black artists have staged encounters with urban space. We will pay close attention to not just how black artists have represented the city but the methodologies they have experimented with in studying and surviving it. From the juxtaposition of Southern and Northern cities in pre and post-Great Migration literature, to Gwendolyn Brooks' mid-century experiments in urban seeing, Spike Lee's staged urban explosions and Kendrick Lamar's Compton soundscapes, this course complicates both the dreams and the despairs yoked to being black in the city. (Fiction, 1830-1940, Theory)

*Instructor:* Adrienne Brown

*Equivalent Course(s):* AMER 27008, ARCH 27708, CRES 27008, SIGN 26077

### **RLVC 45200 The Holy Land in the Middle Ages**

This course will examine written and visual material that testifies to the medieval encounters of the Abrahamic religions in a sacred landscape where the histories of Jews, Christians, and Muslims overlap. While bearing witness to the cultural wealth and religious pluralism that characterizes the Holy Land during the Middle Ages, texts and visual artifacts likewise testify to religious competition, conflict, loss, and exclusion. Among the primary textual sources we will read (in English translation) are accounts by pilgrims and other travelers to the Holy Land, extracts from medieval chronicles, and eye-witness accounts from the period of the Crusades. In addition to the textual material, we will study art and architecture created for different religious communities (e.g., synagogues and their richly decorated mosaic floors, sites and souvenirs of Christian pilgrimage, major works of Islamic art and architecture). WE will also investigate phenomena of the reception of the Holy Land's sacred sites and dynamic history in medieval Europe (e.g., replicas and evocations of the Holy Sepulchre, narratives of the "Holy Grail" and associated artifacts).

*Instructor:* Karin Krause

*Equivalent Course(s):* ARCH 45200, ARTH 42205, HCHR 45200

**ANTH 21354 Architectural Worlds: The Materiality and Sociality of Space**

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

*Instructor:* Estefania Vidal Montero

*Equivalent Course(s):* ARCH 21354

**PBPL 28925 Health Impacts of Transportation Policies**

Governments invest in transport infrastructure because it encourages economic growth and mobility of people and goods, which have direct and indirect benefits to health. Yet, an excessive reliance on motorized modes of transport harms population health, the environment, and social well-being. The impact on population health is substantial: Globally, road traffic crashes kill over 1.3 million annually. Air pollution, to which transport is an important contributor, kills another 3.2 million people. Motorized modes of transport are also an important contributor to sedentary lifestyles. Physical inactivity is estimated to cause 3.2 million deaths every year, globally. This course will introduce students to thinking about transportation as a technological system that affects human health and well-being through intended and unintended mechanisms. The course will examine the complex relationship between transportation, land use, urban form, and geography, and explore how decisions in other sectors affect transportation systems, and how these in turn affect human health. Students will learn to recognize how the system level properties of a range of transportation systems (such as limited-access highways, urban mass transit, inter-city rail) affect human health.

*Instructor:* Khavi Bhalla

*Note(s):* Counts for ARCH by student request only

*Equivalent Course(s):* ENST 28925, ARCH 28925, HLTH 28925