ART (Div I)

ART HISTORY

Co-Chairs: Professors Michelle Apotsos and Laylah Ali

- Cecilia Aldarondo, Assistant Professor of Art; on leave Fall 2022
- Laylah Ali, Art Department Co-Chair & Chair of Studio Art, Francis Christopher Oakley Third Century Professor of Art, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: The Davis Center, InstDiversity,Equity&Inclusion
- Michelle M. Apotsos, Art Department Co-Chair & Chair of Art History, Associate Professor of Art
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave Fall 2022
- William B. Binnie, Visiting Lecturer in Art
- Ohan Breiding, Assistant Professor of Art; on leave 2022-2023
- Mariel Capanna, Mellon Postdoctoral Fellow in Art
- C. Ondine Chavoya, Professor of Art; affiliated with: Latina/o Studies Program; on leave Spring 2023
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Art Department
- Kerry C. Downey, Visiting Lecturer in Art
- Holly Edwards, Senior Lecturer in Art
- Luke Fischbeck, Visiting Lecturer in Art
- Giuseppina Forte, Assistant Professor of Architecture and Environmental Studies; affiliated with: Art Department
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art
- Marc Gotlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Art Department; on leave Fall 2022
- Shoghig M. Halajian, Visiting Lecturer in Art
- Guy M. Hedreen, Amos Lawrence Professor of Art; on leave 2022-2023
- Catherine N. Howe, Lecturer in Art
- Frank Jackson, Visiting Assistant Professor of Art
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History
- Peter D. Low, Professor of Art
- Elizabeth P. McGowan, Robert Sterling Clark Professor of Art; on leave 2022-2023
- Murad K. Mumtaz, Assistant Professor of Art
- Alyssa Pheobus Mumtaz, Visiting Lecturer in Art
- Amy D. Podmore, J. Kirk T. Varnedoe 1967 Professor of Art; on leave Fall 2022
- Sarah Rara, Assistant Professor of Art
- Pallavi Sen, Assistant Professor of Art; on leave 2022-2023
- Stefanie Solum, Professor of Art
- Erica Wessmann, Visiting Lecturer in Art

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department.
Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Michelle Apotsos
Art Studio Faculty Advisor: Laylah Ali
History and Studio Faculty Advisor: Michelle Apotsos and Laylah Ali

ART HISTORY
The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and built environments as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies, and archaeology. Because of its concentration on visual experience, the Art History major increases one’s ability to observe and to use those observations as analytical tools for understanding history and culture.

Major Requirements
The Art History major requires a minimum of nine courses:

Any three of the following six courses: ARTH 101, ARTH 102, ARTH 103, ARTH 104, ARTH 105 and ARTH 106

Any ARTS (studio) course.

Any two courses in Art History concerned with the following: one course in art history concerned with a period prior to 1800 and one course in art history concerned with post 1800.

ARTH 301 Methods of Art History

One 400-level Seminar or 500-level Graduate Seminar (in addition this course may be used to satisfy the pre-1800 or post-1800 requirement).

One additional course, at any level.

The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students’ level of experience, ultimately supporting original, independent work at the 400-level.

100-LEVEL COURSES require no experience in the subject. They are introductions to the field that develop students’ skills in visual analysis, interpretation, and written expression and argumentation.

200-LEVEL COURSES are introductions to specific fields within art history, but normally open to students with no experience in art history. Often, there is a significant lecture component to the courses.

300-LEVEL COURSES focus more closely on specific art-historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.

400-LEVEL COURSES are intensive discussion-oriented seminars that emphasize critical analysis and build toward student-initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ARTH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

HISTORY AND STUDIO
This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose the Art History or the Studio Art route, to the major, while taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an advisor from both Art History and Studio Art and be submitted to the department’s administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (Arts 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (ArtH 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

Major Requirements
The History and Studio major requires a minimum of nine courses:

Any TWO of the following six courses: ARTH 101, 102, 103, 104, 105 or 106

ARTS 100-level course

ARTS 200-level course

ARTH 301 Methods OR ARTS 319 Junior Seminar. For 2022-2023, History and Studio majors may take ARTH 307/ARTS 308 in lieu of ARTH 301 or ARTS 319 if they wish.

ARTH 400-level OR 500-level course

ARTS elective

ARTH elective

ARTH 300-level course

OR ARTS 418 (with permission), if pursuing a Studio tracking an Art History track

OR an ARTH 400-level course or ARTH 494 (with permission), if pursuing an Art History track

The application for the History and Studio route must include both a written statement of purpose and a list of proposed courses. Both must be approved by two advisors, one from Art History and the other from Studio Art, and be submitted to the department’s administrative assistant before the student may register for the major.

History and Studio students whose ongoing projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ARTS 418) with permission of the instructor and to participate in the senior Studio exhibition. Or, a student following the Studio Art track may propose a senior Independent Study project in order to pursue Honors. Those History and Studio majors with an Art History emphasis may apply to write a thesis and, if accepted, be admitted to the required Winter Study and Senior Honors Seminar (ARTH 494).

One advisor from Art History and one from Studio Art must sign off each semester before a student may register for classes.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

Art History

To graduate with honors in art history, students are to enroll in the Senior Thesis Seminar (ARTH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course, a travel research project, or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department’s Administrative Assistant in Lawrence no later than the end of the reading period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include a thesis project proposal of 500-700 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department’s Administrative Assistant) by the end of the reading period of the Fall semester. This form serves to verify: a) your advisor’s support of your project, and b) your advisor’s approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ARTH 31 immediately after (but not before) notification of admission into ARTH 494. (To avoid problems should they not be admitted to ARTH 494, students should pre-register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study with concrete goals. Admission to the Senior Thesis Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the Major; 4) completion of ARTH 301 by the time of the application (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Thesis Seminar. Since enrollment is by invitation only, students should pre-register for four courses in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Thesis Seminar during drop-add period. The Thesis Seminar is to be taken in addition to the nine required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Students who have identified a thesis topic and secured an advisor may apply early (in the Spring semester of their junior year) in order to pursue—in relation to their thesis project—summer research opportunities and/or a faculty-sponsored independent study in the following Fall semester. The procedure and criteria for students applying early are the same as those outlined above. (That is, students applying early would likewise take the
Winter Study and Spring courses). Materials for early application (the same as outlined above) would be due by 5:00 pm on the Thursday preceding Spring Break.

History and Studio

History and Studio majors may follow either the Studio Art or Art History route to honors. Alternatively, a student may pursue honors through an Independent Study project, to be undertaken during Winter Study and the Spring semester under the guidance of their two advisors.

The review process for the honors candidates in the senior seminars (ARTS 418 or ARTH 494) will proceed according to the regular honors process for the respective wing of the Art Department, and will include both advisors. If the honors project is conducted via an Independent Study, the final project will be submitted to the two advisors who will determine whether or not it will receive honors. If the student chooses not to follow the Honors route, they may take either a 300-level ARTS course, or a 400-level ARTH seminar instead.

The route to honors is a combination of the art studio and art history routes to honors. At the beginning of senior year, a candidate for honors in History and Studio makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors at the end of Winter Study; if the project is not well enough developed, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Seminar (ARTS 418, for which they will need permission of the instructor), if the project is primarily a matter of making art, or in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

STUDY ABROAD

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

Art History

Art History majors must take ARTH 301 in their junior year unless they are planning to study abroad for a full year or unless there is only one section of 301 offered; in that case, they may take the required class in their senior year (and should consider taking the course as a second-semester sophomore). The Department does not pre-approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may not receive credit for 400-level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.

History and Studio

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and Studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and Studio majors cannot satisfy ARTS 319 or any 400-level courses abroad.

ARTH 101  (F) Introduction to European Art Before 1700

Cross-listings: REL 105  ARTH 101

Primary Cross-listing

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean to Baroque Italy. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with original works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.
Class Format: This course has 2 components: lectures and conferences. The lectures will be twice or three times weekly, the conferences once per week. Both lectures and conferences will be held in person.

Requirements/Evaluation: Three shorter essays (one of which may be in the form of a take-home final exam), several quizzes, and engaged participation in conference sections

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: Preference will be based on a short questionnaire, which students will be asked to complete if the course is over-enrolled.

Expected Class Size: 60

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 105 (D2) ARTH 101 (D1)

Attributes: ARTH pre-1800 Courses

---

ARTh 102 (S) Art and Architecture from the Age of Enlightenment to the Present

A semester-long, team-taught introduction to European and American art & architecture from approximately 1600 to the present. Students will learn how to analyze art made for the widest variety of purposes, from inspiration and contemplation to commemoration and condemnation. We will look at some of this era’s most deeply moving art, including works by Rembrandt and Maya Lin, Bernini and Frank Lloyd Wright, Van Gogh and Kehinde Wiley. To the extent that we are able, we will also spend time with original works and familiarize ourselves with the wealth of resources in Williamstown: the Williams College Museum of Art, the Clark Art Institute, and the Chapin Rare Book Library.

Class Format: conference discussion

Requirements/Evaluation: quizzes, participation in conferences, midterm, two papers and a final exam

Prerequisites: none

Enrollment Limit: 60

Enrollment Preferences: art history majors

Expected Class Size: 60

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

---

Spring 2023

LEC Section: 01 MWF 12:00 pm - 12:50 pm Michael J. Lewis, Catherine N. Howe

CON Section: 02 T 9:55 am - 11:10 am

CON Section: 03 T 11:20 am - 12:25 pm

CON Section: 04 T 1:10 pm - 2:25 pm

CON Section: 05 R 9:55 am - 11:10 am
ARTH 103  (S)  East Asian Art  (DPE)

Cross-listings:  ASIA 103  ARTH 103

Primary Cross-listing

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through thematic units, we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange of ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, you will learn to think critically about shared and diverse human experiences across cultures and historical periods. We will also discuss the historiography of East Asian art and analyze why certain types of objects were historically underrepresented in museum spaces and academic scholarship. Artworks from the Williams College Museum of Art and Special Collections also form an integral part of the course.

Requirements/Evaluation:  attendance, class participation, worksheets, visual analysis paper (2-3 pages in length), midterm and non-cumulative final exam, virtual exhibition project and presentation

Prerequisites:  none

Enrollment Limit:  30

Enrollment Preferences:  Open to all students regardless of major

Expected Class Size:  25

Grading:  yes pass/fail option,  no fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 103 (D1) ARTH 103 (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

Attributes:  ARTH pre-1800 Courses  GBST East Asian Studies Electives

Not offered current academic year

ARTH 104  (F)  Materials, Meanings, and Messages in the Arts of Africa  (DPE)

Cross-listings:  ARTH 104  AFR 105

Primary Cross-listing

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

Requirements/Evaluation:  weekly WCMA object lab reports, weekly reading discussion GLOW posts, bi-monthly quizzes (7 total), two reading response papers (3 pages each)

Prerequisites:  none

Enrollment Limit:  40

Enrollment Preferences:  Art History and African Studies majors
Expected Class Size: 40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 104 (D1) AFR 105 (D2)

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of the differences between concepts of art in African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

Attributes: GBST African Studies Electives

Not offered current academic year

ARTH 105 (F) Arts of South Asia (DPE)

Cross-listings: ASIA 105 ARTH 105

Primary Cross-listing

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.


Prerequisites: none, open to all students

Enrollment Limit: 25

Enrollment Preferences: First years, sophomores and juniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 105 (D1) ARTH 105 (D1)

Difference, Power, and Equity Notes: In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Attributes: GBST South + Southeast Asia Studies Electives

Fall 2022

LEC Section: 01 WF 8:30 am - 9:45 am Murad K. Mumtaz

ARTH 106 (F) An Invitation to World Architecture (DPE)

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior
into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

**Class Format:** This course has 2 components: lectures and conferences / discussion sections. Students will be expected to attend two lectures and one conference / discussion section weekly. Students will sign up separately for the lecture component and the conference / discussion section component.

**Requirements/Evaluation:** Written evaluative measures: 8 object lab assignments, 6 written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference / discussion section participation and attendance.

**Prerequisites:** none

**Enrollment Limit:** 45

**Enrollment Preferences:** First-year students have priority, followed by art history majors, sophomores, juniors, and seniors

**Expected Class Size:** 45

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

**Fall 2022**

**LEC Section:** 01  TR 11:20 am - 12:35 pm  Michelle M. Apotsos

**CON Section:** 02  W 11:00 am - 12:15 pm  Michelle M. Apotsos

**CON Section:** 03  W 1:10 pm - 2:25 pm  Michelle M. Apotsos

**CON Section:** 04  W 2:35 pm - 3:50 pm  Michelle M. Apotsos

**ARTH 203  (F)  Chicana/o/x Film and Video**

**Cross-listings:** AMST 205  WGSS 203  LATS 203  ARTH 203

**Secondary Cross-listing**

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)
This course is cross-listed and the prefixes carry the following divisional credit:

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses
GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Fall 2022
LEC Section: 01    MW 11:00 am - 12:15 pm     C. Ondine Chavoya

ARTH 204  (F)  Historical Research in Dance and Performance Studies

Cross-listings: ARTH 204 DANC 103

Secondary Cross-listing

This course is an introduction to the historical context of dance forms prevalent in the US and analysis of movement-based performances. While readings and viewings will focus on the socio-historical background of dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances as historical and cultural mediums. The course will enable students interested in dance, theatrical and visual arts (including advertising and marketing) to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course. Learning objectives: to understand the social and political contexts for various performance genres; to explore interdisciplinary and embodied modes of engaging with movement; to develop the ability to document, analyze, and write about dance as a historical and cultural text.

Requirements/Evaluation: short weekly assignments, two 5-7 page essays, two group presentations.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first-years and sophomores

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 204 (D1) DANC 103 (D1)

Not offered current academic year

ARTH 205  (F)  Patrons, Rituals, and Living Images in Japanese Buddhism

Cross-listings: ASIA 205 REL 213 ARTH 205

Primary Cross-listing

This course introduces students to Buddhist art and architecture in Japan from its introduction in the sixth century through the present. We focus on the ways different communities--the imperial court, immigrant artists, monks, women, and commoners--employed and venerated Buddhist images for political legitimacy, personal salvation, and worldly benefit. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual cultures. Some of the topics to be discussed include the reception of continental styles of Buddhist sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills in analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

Requirements/Evaluation: attendance, class participation, 4 reading and object response papers (2-3 pages), midterm, non-cumulative final exam, and digital exhibition project with an 8-10 minute presentation

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: First and second-year students, but open to all

Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 205 (D1) REL 213 (D2) ARTH 205 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 206  (S) What is Islamic Art? (DPE) (WS)

Cross-listings: REL 204  ARTH 206

Primary Cross-listing

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

Requirements/Evaluation: focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors, Religion majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 204 (D2) ARTH 206 (D1)

Writing Skills Notes: This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

Difference, Power, and Equity Notes: In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1  TBA  Murad K. Mumtaz

ARTH 207  (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: ARTH 207  AFR 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film /
cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 207 (D1) AFR 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: ARTH post-1800 Courses GBST African Studies Electives

Not offered current academic year

ARTH 209 (S) The Art and Archeology of Maya Civilization

Cross-listings: ANTH 219 ARTH 209

Secondary Cross-listing

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, hieroglyphic project, 15pp research paper

Prerequisites: none, but an introductory ARTH or ANTH course recommended

Enrollment Limit: none

Enrollment Preferences: Anthropology/Sociology and Art History majors

Expected Class Size: 16

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 219 (D2) ARTH 209 (D1)

Spring 2023
**ARTH 210  (F) Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present  (DPE)**

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latinx art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres—from painting and sculpture to printmaking, photography, conceptual, installation, and performance art—and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

**Requirements/Evaluation:** midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** if overenrolled, waitlisted students will be selected on a lottery

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latinx art in the canon of Western art history. The course also centers on contextualizing Latin American and Latinx artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses  LATS Countries of Origin + Transnationalism Elect

---

**ARTH 211  (F) Art and Experience in Ancient Rome**

**Cross-listings:** ARTH 211  CLAS 210

**Secondary Cross-listing**

To see and be seen—it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. All readings are in translation.

**Requirements/Evaluation:** attendance and preparation, a mid-term, a final, and a medium-length paper

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 211 (D1) CLAS 210 (D1)

Not offered current academic year

ARTH 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages

Cross-listings: ARAB 212 REL 210 ARTH 212

Primary Cross-listing
This lecture course will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the polities of Western Europe. The course will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

Requirements/Evaluation: 6-8-page paper, quiz, midterm, final exam
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: first- and second-year students, but open to all
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
ARAB 212 (D1) REL 210 (D2) ARTH 212 (D1)

Attributes: ARTH pre-1800 Courses

Spring 2023
LEC Section: 01  MR 2:35 pm - 3:50 pm  Peter D. Low

ARTH 213 (S) The Human Figure in the Ancient Mediterranean

Cross-listings: ARTH 213 CLAS 213

Primary Cross-listing
From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the "shining bodies" of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We'll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, in-class writing assignments, short response papers, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

Requirements/Evaluation: participation in discussion and group presentations, in-class writing assignments, short response papers, a final 8-page
Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 213 (D1) CLAS 213 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 218 (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 WGSS 284 ARTH 218

Primary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Not offered current academic year
ARTh 221 (F) History of Photography

Cross-listings: ARTh 221 STS 221

Primary Cross-listing

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

Requirements/Evaluation: three to four short papers, quizzes, online presentations.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: art history majors

Expected Class Size: 14

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 221 (D1) STS 221 (D2)

Attributes: ARTH post-1800 Courses FMST Related Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Catherine N. Howe

ARTh 222 (S) Photography in/of the Middle East (DPE)

Cross-listings: ARAB 222 ARTH 222

Primary Cross-listing

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

Class Format: Discussion and GLOW posts required.

Requirements/Evaluation: Discussion, GLOW Posts, final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 222 (D1) ARTH 222 (D1)

Difference, Power, and Equity Notes: Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires
Attributes: ARTH post-1800 Courses

Spring 2023
SEM Section: 01    TF 2:35 pm - 3:50 pm     Holly  Edwards

ARTH 223  (S)  Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Cross-listings:  COMP 322  ENGL 356  AFR 323  AMST 323  ARTH 223

Secondary Cross-listing
This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

Requirements/Evaluation: class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Unit Notes: this course is part of the Gaudino Danger Initiative

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 322 (D2) ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1)

Attributes: AFR Core Electives  AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

ARTH 228  (S)  Velázquez, Goya, and Picasso

Cross-listings: ARTH 228  RLSP 228

Secondary Cross-listing
This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and
work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 228 (D1) RLSP 228 (D1)

Not offered current academic year

ARTH 229  (F)  The Art of Natural History  (WS)

Cross-listings: STS 226  ARTH 229

Primary Cross-listing

The scientific revolutions of the eighteenth and nineteenth centuries fundamentally changed the way the natural world was seen and celebrated, classified and organized, displayed and manipulated. New discoveries in the natural sciences and competing theories of evolution intertwined with shifting conceptions of natural history, of nature, and of humankind's proper place within it. This course will investigate the links between art and natural science. It will seek to understand the crucial role of the visual arts and visual culture in the study and staging of natural history from the eighteenth century to the present. We will pursue the questions that preoccupied the artists themselves. How should an artist react to new ecological insights? What is the proper artistic response to newly discovered flora and fauna? What is the role of aesthetics in the communication of knowledge? How are those aesthetics connected to ethics? How might a drawing of a plant convey information that is different from that of a photograph or a glass model of a plant? How might a theatrical diorama frame a scientific idea in a way that is different from a bronze statue? Students will seek to understand the myriad connections between seeing, depicting, and knowing, to question long-held assumptions about the division between "objective" science and "subjective" art, and to recognize that art has the ability not only to interpret, disseminate, and display scientific knowledge, but to create it as well.

Class Format: There will be field trips if travel is allowed.

Requirements/Evaluation: Five 5 page essays, five 1-2 page responses to partner's essays, critical conversation.

Prerequisites: None.

Enrollment Limit: 8

Enrollment Preferences: Sophomores with an interest in art history, art studio, ecology, environmental studies, and science and technology studies, juniors with these same interests, then art history majors, and science and technology majors, in that order.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 226 (D1) ARTH 229 (D1)

Writing Skills Notes: This course will require students to write a short paper or a critical response to their partner's paper each week. Students will receive critical feedback on both form and content from their professor and from their peers.

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 230  (F)  From Alexander to Cleopatra: Remodeling the Mediterranean World

Cross-listings: CLAS 209  ARTH 230
Secondary Cross-listing

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

Requirements/Evaluation: class participation, map quizzes, three short papers, mid-term exam, and a final paper
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: students with an interest in the ancient Mediterranean world and in the history of art and architecture
Expected Class Size: 35
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 209 (D1) ARTH 230 (D1)

Fall 2022
LEC Section: 01   TF 1:10 pm - 2:25 pm   Nicole G. Brown

ARTH 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art  (WS)
Cross-listings: ARTH 231   WGSS 231
Primary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art—never created for its own sake—was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

Class Format: some tutorial meetings will be conducted at local museums
Requirements/Evaluation: engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers
Prerequisites: first-year and sophomore students (this class is open to students with no experience in art history)
Enrollment Limit: 10
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 231 (D1) WGSS 231 (D1)
Writing Skills Notes: This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 232  (S)  Renaissance Rome: Renovating the Eternal City

George Eliot called Rome "the city of visible history," a place with the power to bring "the past of a whole hemisphere" right before our eyes. The magnetic visual power of Rome did not just occur naturally, however; it is a product of a bold urban project first envisioned by Renaissance popes and brought into being by the artists and architects they hired. During the fifteenth and sixteenth centuries, Rome was transformed from a shrinking and neglected medieval town into a thriving center of artistic energy and invention. Beginning with the papacy's return to the city in 1417, we will focus on the historical, ideological, and artistic forces behind this period of renovation and restoration that reshaped the urban and artistic fabric of the city. We will study the particularly Roman foundations for the period known as the High Renaissance, then, approaching art historical touchstones by Michelangelo, Raphael, and Bramante as works grounded in a uniquely Roman sense of time and historical destiny. We will conclude with a selective look at Baroque works by Caravaggio, Bernini and Borromini, exploring their powerful innovations and effects as a continuation of the Renaissance renewal of the eternal city.

Class Format: lecture

Requirements/Evaluation: Robust Community Discussions; 4-5 page visual and contextual analysis paper; 10-12 page research paper with multiple components (including prospectus, annotated bibliography, presentation); Google Earth Mapping Journal of Rome; Weekly Wellness

Prerequisites: none; open to Art majors as well as non-majors

Enrollment Limit: 15

Enrollment Preferences: Art majors current or prospective, and students following other majors with specific curricular interest in Roman history

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Spring 2023

LEC Section: 01    TF 1:10 pm - 2:25 pm     Stefanie Solum

ARTH 233  (S)  Italian Renaissance Art

A survey of Italian art from Giotto to Michelangelo. This course will follow a chronological framework, giving students a grounding in the development of Italian art over the course of the 14th-16th centuries, but will also take a thematic approach that will allow us to delve into important art historical issues. Some, such as historical consciousness and the relationship to the past, or the reinvention of the idea of the artist and of art itself, will be important as we construct a critical understanding of the idea of "renaissance," or "rebirth," long central to the identity of the period. Others, such as gender, patronage, power, naturalism, and the materiality of objects, will bring us deep into the worlds in which these dazzling and still powerful works of art were originally created and experienced.

Class Format: Class time will be a combination of lecture segments and seminar discussions, with a mid-semester interlude of tutorial-style meetings.

Requirements/Evaluation: 2 Quizzes, 2 Essays, Final Take-Home Exam

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: ARTH majors and students interested in the ARTH major

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses
ARTh 238  (S)  Greek Art and the Gods

Cross-listings: ARTH 238  REL 216  CLAS 248

Primary Cross-listing

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: discussion

Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 238 (D1) REL 216 (D1) CLAS 248 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTh 241  (F)  Impressionism, Post-Impressionism, and Modernity

In 1874, an art critic mockingly termed Claude Monet's painting of a sunrise over the sea "impressionist [...] more unfinished than wallpaper in an embryonic state." With this phrase, he gave a name to a new style of painting that profoundly shaped the late nineteenth and early twentieth-century avant-garde movements in Europe and beyond. Beginning with the invention of photography in the early nineteenth century and ending with the advent of cinema, abstraction, and mechanized warfare in the first decades of the twentieth, this course will trace the origins and afterlives of "Impressionism" in art and cultural history. Many of the artists who continue to draw the largest crowds in museums around the world today--among them Manet and Monet, Degas and Seurat, Van Gogh and Rodin, Klimt and Picasso--fall within our period of study and will be subjects of our examination. Designed for students who have no prior experience studying art history, the course will prioritize methods of close looking and formal analysis. (If social distancing protocols allow, the course will include optional study visits to examine first-hand examples of paintings, sculptures, decorative arts, and printmaking at the Clark Art Institute and Manton Study Center for Works on Paper and Williams College Museum of Art). At the same time, the questions and methods at the core of our inquiry will be fundamentally interdisciplinary, and will engage students all across the humanities and sciences (major scientific figures such as the inventor Thomas Edison and the evolutionary biologist Charles Darwin will figure prominently in our narrative). Readings will emphasize close engagement with primary sources drawn from multiple disciplines: writings by artists and art critics from the period, as well as scientists, philosophers, psychologists, political theorists, and poets. We will approach "Impressionism" and "Post-Impressionism" as episodes in the cultural history of Europe that are uniquely revealing of a historical experience we still acutely feel today, which was called, for the first time in the nineteenth-century, "modernity."

Requirements/Evaluation: weekly discussion question, 1 visual analysis essay (4pp), take-home midterm, take-home final, research paper (8pp)

Prerequisites: None

Enrollment Limit: 30
Enrollment Preferences: Art-history majors, then art-studio and history and studio majors, then any interested student.

Expected Class Size: 30

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 242 (F) Art and Enlightenment in Europe

Cross-listings: ARTH 552 ARTH 242

Primary Cross-listing

This lecture course traces the emergence of new modes of art- and image-making during two momentous centuries of European history that established the paradoxical foundations of our modern world. In this period, modern democracy was founded and determined by exploitative labor, the extraction of natural resources, and the rise of the trans-Atlantic slave trade. Over two centuries from the founding of the French Academy in 1648 to the 1839 invention of photography, this course traces these tensions in art and intellectual thought, examining beauty and the sublime, rationality and madness, personhood and enslavement, natural history and extraction, democracy and tyranny. Often defined in terms of the “Enlightenment,” this intellectual and artistic period engaged with freedom of religious thought, scientific experiment, and a belief that humanity was guided by reason and rationality. Yet these same discourses also laid the foundation for the invention of race, nationalism, and the expansion of European colonialism. Isolating a series of pivotal moments and emblematic figures in visual culture of this period, this course asks students to consider how art was implicated in Enlightenment, and, in turn, how Enlightenment was implicated in both newly liberatory and newly oppressive concepts of subjectivity and personhood. Particular emphasis will be placed on the history of science, and, relatedly, on the increasing global circulation of ideas, people, and goods. Artists in our purview include well-known figures like Velázquez, Rembrandt, Watteau, Hogarth, Goya, and Blake, as well as makers until recently left out of the art-historical canon, such as the Frankfurt-born botanical illustrator Maria Sibylla Merian, the Polynesian navigator and draftsman Tupaia, and the Guadeloupean neoclassical painter Guillaume Guillon-Lethière, the subject of a major upcoming exhibition at the Clark Art Institute. Designed for students with no prior experience studying art history, the course will work directly from objects in local collections, prioritizing methods of close looking and formal analysis. At the same time, the questions and methods of our inquiry will be fundamentally interdisciplinary. Readings will emphasize primary sources and recent scholarship. A separate discussion section will be offered for MA students.

Requirements/Evaluation: midterm exam; final exam; visual analysis paper (3 pages); final paper (10 pages)

Prerequisites: none

Enrollment Limit: 50

Enrollment Preferences: art history majors

Expected Class Size: 50

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 552 (D1) ARTH 242 (D1)

Attributes: ARTH pre-1800 Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Emmelyn Butterfield-Rosen, Caroline O. Fowler

ARTH 245 (S) The Nature of Work

Cross-listings: CLASS 243 COMP 285 ARTH 245

Secondary Cross-listing

Work is something that touches the lived experience and historical realities of almost every human being in every time and place. But how did ancient Mediterranean societies and cultures define and deploy the concepts of "work" and "working," as both an activity and as discourse? This is a question that has received remarkably little attention, in part since modern scholars have all too often followed the lead of elite authors, who obscure the nature of work through their focus on its products: agricultural prosperity, material luxury, urban grandeur, etc. In this course, we will seek to shed light on the
world of work in antiquity, to better understand both the experiences of those who worked for a living across an array of spheres and professions, and
the value of work as a cultural, aesthetic, and literary concept. Special topics will include: the place of work in conceptions of a "golden age"; the
literary topoi of work (like the idle shepherd or the virtuous peasant); representations of "heroic work" (most famously, the Labors of Hercules); the
elision or erasure of non-elite labor for elite audiences in art and text; the iconography of work in painting, mosaic, and sculpture; and investigations
into specific trades, crafts, and other forms of "making" (from midwifery to shoe making). Readings will be a combination of primary and secondary
sources. All readings will be in translation.

Requirements/Evaluation: class participation; several short writing assignments; final paper
Prerequisites: none
Enrollment Limit: 24
Enrollment Preferences: Classics majors, Art History majors, Comp Lit majors, and intending majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
CLAS 243 (D1) COMP 285 (D1) ARTH 245 (D1)

Spring 2023
SEM Section: 01 W 1:10 pm - 3:50 pm Nicole G. Brown

ARTH 246 (F) Museum Culture: Do you see what I see?! (DPE)
We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make
meaning from it all depends on so many variables--who we are, where we are, and what we choose to look at. A critical question is how "art" figures
and what agency it wields in millennial settings. This class is an opportunity to explore these issues with particular reference to museums and the
objects enshrined therein. Digitized collections enable us to wander freely in space and time, following ideas/images through history even as we might
also engage the 'real thing' in person. Our approach will be comparative and interrogative; case studies might range from an oil painting to a wooden
sculpture, a coin to an illuminated manuscript, a photograph to a video. Along the way, we will consider what "art" really is and how different visual
cultures might be presented or distorted in museum exhibitions and public spaces. Particular attention will be given to traditions or people that have
been erased or misunderstood over time as art history has evolved as a discipline. Students will look, sketch, photograph and write throughout the
semester, thereby exploring the entire spectrum of visuality from production to reception.

Requirements/Evaluation: Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: Sophomores and majors.
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (DPE)
Difference, Power, and Equity Notes: We will cover museums in diverse cultures and explore the porous boundaries between the "Orient", Europe
and America. How art manifests inequalities of power and how museums privilege or erase particular groups of people will be addressed. Because
collecting art entails money and privilege, understanding art history entails exploring social and cultural hierarchies.
Attributes: ARTH post-1800 Courses

Fall 2022
SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

ARTH 248 (S) War, Revolt, and Revolution in Art 1750-1850
This lecture course will focus on the dynamics of art, culture, and experience in Europe from the later eighteenth century to the middle of the
nineteenth century. Spanning the global conflict of the Seven Years War, French Revolution of 1789, Haitian Revolution, Napoleonic occupations, and
the Revolutions of 1848, this period of dramatic artistic, social, and political change gave rise to new conceptions of subjectivity, freedom, as expressed in the visual arts. How did art, new practices of art-making, and new modes of aesthetic experience convey and embody these crises, at once at the intimate level of individual experience and across transformations wrought by war and empire? We will examine the work of major artists in depth, particularly as that work helps constitute new accounts of the individual subject, the citizen, the migrations of populations, the spectacle of punishment, and other great alterations in the public sphere. Additionally, we will discuss the ways in which these histories have been addressed in art-historical writing and in museum practice.

Class Format: A third of our class time will be devoted to discussion. This course will also require students to visit WCMA, Special Collections, and the Clark.

Requirements/Evaluation: Attendance, participation, two essays (4-5 pages double spaced), midterm examination, final examination.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 259  (S)  Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World

Cross-listings: ARAB 259  AFR 259  ARTH 259

Primary Cross-listing

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

Prerequisites: none, although an introductory course in art history or Islamic studies would be useful

Enrollment Limit: 25

Enrollment Preferences: students who have declared a major in Art History or Africana Studies

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 259 (D1) AFR 259 (D1) ARTH 259 (D1)

Attributes: GBST African Studies Electives

Not offered current academic year

ARTH 262  (F)  Modern Architecture

A century ago, the Modern Movement promised the most sweeping cultural transformation since the Renaissance. Architecture was only one lobe of a comprehensive movement that embraced literature and painting, music and theater, all aspiring to the same radical emancipation from traditional form and structures of authority. What happened? How and why did modern architecture abandon its utopian vision. Students will explored the major developments in Western architecture from 1900 to the present, and become familiar with its major figures: Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry, Koolhaas, and Hadid. Students will learn a variety of skills: design a 1000-square-foot vacation house; present to the class an analysis of a building; and organize a small exhibition of architectural treatises in the Chapin Library.
Requirements/Evaluation: two hour tests and a design project including drawings and a written statement
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: juniors and sophomores
Expected Class Size: 30
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Attributes: ARTH post-1800 Courses

Fall 2022
LEC Section: 01   TR 8:30 am - 9:45 am   Michael J. Lewis

ARTH 264  (F)  American Art and Architecture, 1600 to Present
Cross-listings:  AMST 264  ARTH 264

Primary Cross-listing
American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam
Enrollment Limit: 60
Expected Class Size: 60
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 264 (D1) ARTH 264 (D1)
Attributes: AMST Arts in Context Electives  AMST Space and Place Electives

Not offered current academic year

ARTH 265  (S)  Pop Art  (WS)
Cross-listings:  AMST 265  ARTH 265

Primary Cross-listing
The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars," and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

Requirements/Evaluation: one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: Art majors
Expected Class Size: 18
Grading: yes pass/fail option, no fifth course option
Distributions: (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
AMST 265 (D1) ARTH 265 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses

Not offered current academic year

**ARTH 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia**

**Cross-listings:** REL 272 ARTH 272 ASIA 272 ASST 272

**Primary Cross-listing**

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

**Requirements/Evaluation:** 3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 272 (D2) ARTH 272 (D1) ASIA 272 (D1) ASST 272 (D1)

Not offered current academic year

**ARTH 284 (S) The Postwar Avant-Gardes**

Artistic discourse in the Western hemisphere dramatically changed course in the wake of the Second World War. The mass trauma inflicted by the war prompted artists and critics throughout the region to reassess the role and potential of art in society. But the war's mass displacement of communities also displaced the centers for artistic activity, and avant-garde practices soon expanded vigorously throughout the Americas. Through comparative studies, this course will analyze the artistic avant-gardes that emerged simultaneously in the United States and Latin America after 1945. We will place these myriad practices in dialogue, to elucidate the complexity, richness, and vitality of artistic practices in the postwar era.

**Requirements/Evaluation:** two exams, one short 2-page writing assignment, one 6- to 8-page research paper

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** If overenrolled, waitlisted students will be chosen on a lottery basis.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Mari Rodriguez Binnie
ARTH 286 (F) Japanese Popular Visual Culture

Cross-listings: COMP 186 ARTH 586 ASIA 186 ARTH 286

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: students majoring or considering a major in a related discipline

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 186 (D1) ARTH 586 (D1) ASIA 186 (D1) ARTH 286 (D1)

Not offered current academic year

ARTH 289 (S) The Invention of Life Worlds

This course looks towards alternate and coexisting imaginaries of life worlds, examining their development in the arts and letters. With attention to visual and literary ethnography, science fiction, feminist theory, and creative non-fiction, we will contemplate methods of making and inventing in the contemporary world, focusing on the transhistorical and transcultural production of knowledge. Speculative forms of creative production and seminar discussion, as well as some of the most challenging ethical proposals for the future will guide our investigation of artworks, media, and literary production. Climate change, environmental justice, indigeneity, and multispecies interaction will resonate at the political center of this experimental seminar.

Requirements/Evaluation: Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Students planning to major in Art History, Art History and Studio Art majors, then any interested student

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2023

SEM Section: 01 Cancelled

ARTH 290 (S) Enslavement and Colonialism in Dutch Painting, ca. 1500-1800

This introductory lecture course to Dutch art from 1560-1795 will study how the rise of the trans-Atlantic slave trade and colonialism were central to the mythic construction of a Dutch Golden Age. From the iconic paintings of Rembrandt and Vermeer to the pictorial reproductions of the plantations in Indonesia and the Americas, we will ask how the visual record of this period has both written and erased the violent histories that are integral to the canon of Dutch painting. The course will begin with the iconoclastic riots in Antwerp in the 1560s and end with the slave revolt in the Dutch Colony of Curaçao in 1795, and throughout we will ask how to tell this history of enslavement and colonialism over two centuries when the voices of the
enslaved and colonized were excised from the historical record.

Requirements/Evaluation: 2 visual analysis essays (3-4 pages each); midterm exam; and take-home final exam with essays.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: If the enrollment limit is exceeded, preference will be given to Art History and Art Studio majors.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

**ARTH 301 (F) Methods of Art History (WS)**

This course on the methods and historiography of art history offers art-history majors an overview of the discipline. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. The course is designed to offer a pluralistic perspective on key theoretical and methodological approaches to art history. Readings will regularly compare the Western discipline with frameworks from other parallel cultures. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; the materiality of art; race, gender, and sexuality; the global scope of art and art history.

Class Format: In the fall of 2022, this class will meet in person. We will meet altogether once per week for a lecture. We will meet a second time each week in a seminar format.

Requirements/Evaluation: six 1,000-word analytical essays plus one 2,000-word writing project. Participation in class discussion. Attendance.

Prerequisites: any prior ARTH course (one or more 100-level ARTH course[s] recommended). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

Enrollment Limit: 19

Enrollment Preferences: The course is limited to art-history and (with permission) art history/studio majors. If the course is over-enrolled, preference will be given to senior AH majors, then juniors. Second-year students intending to major in art may enroll with permission.

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Unit Notes: Satisfies the ARTH 301 requirement for the art-history major. Will satisfy the methods/junior seminar requirement for the history/studio major, but students wishing to do so must have permission of instructor to enroll.

Distributions: (D1) (WS)

Writing Skills Notes: Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they submit a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Fall 2022

SEM Section: 01    TF 1:10 pm - 2:25 pm    Murad K. Mumtaz

**ARTH 305 (F) Queer Art, Queer Archives**

Focusing on a number of recent museum exhibitions dedicated to queer art and artists in the U.S. and abroad, this course critically examines the emergence of queer art histories. How are queer art histories being written and presented? And how is queer art being collected and preserved? We will explore these questions (and others) through the lens of the archive and the research and collecting practices associated with archives. As a class, we will critically examine the role, limits, and possibilities of archives in art historical research, curatorial practice, and museum exhibitions. Course readings will consider various historical, theoretical, and methodological approaches to the archive and curatorial practice. We will also consider artists’ archives and what has been described as an “archival impulse” in contemporary art. This course is being developed in conjunction with Williams.
College Museum of Art's presentation of the traveling exhibition Axis Mundo: Queer Networks in Chicano L.A., the first historical exhibition on queer Latinx art. Select assignments and student presentations will encourage first-hand experience with artworks in the exhibition.

**Requirements/Evaluation:** multiple short writing and bibliographic exercises; regular oral presentations; research paper (18-20 pages) written in stages and revised and expanded over the semester

**Prerequisites:** ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** none

**Enrollment Preferences:** senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

**Not offered current academic year**

**ARTH 307 (F) Contemporary methodologies in History and Practice**

**Cross-listings:** ARTH 307 ARTS 308

**Primary Cross-listing**

This course explores contemporary methodologies that traverse both collective research and artistic production, providing an overview of theoretical and practical frameworks in contemporary art through case studies, close reading, and interdisciplinary artistic projects. We will speculate on the role of the artist, the curator, and the critic as “host” in order to foreground how a care-centered and collective approach to knowledge production can run counter to existing power paradigms, such as patriarchy, colonialism, and capitalism. Building on existing exchanges between disciplines—from feminist thought, queer theory, disability studies, visual and media studies—this hybrid studio and critical theory course presents contemporary art as a field uniquely suited to imagine alternative structures of institutional support and mutual aid. Through engagement with critical and creative texts, as well as a series of making exercises, we will experiment with practices of care and resource-sharing through art production, and imagine how arts practitioners can take a critical position that counters prevailing logics of individualism and enclosure.

**Class Format:** Studio

**Requirements/Evaluation:** Grade is evaluated based on class attendance and participation, completion of weekly readings and/or making exercises, and one final project that responds to course material and themes.

**Prerequisites:** At least one prior course in Art History or Studio Art, or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** History-and-Studio Majors get first priority, then regular Studio Majors and Art History Majors, then any interested student.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Under $500. Students on financial aid may utilize the book grant to defray any materials costs.

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 307 (D1) ARTS 308 (D1)

**Attributes:** ARTH post-1800 Courses

**Fall 2022**

**SEM Section: 01** R 1:10 pm - 3:50 pm Shoghig M. Halajian, Luke Fischbeck

**ARTH 308 (S) African Art and the Western Museum** (DPE) (WS)

**Cross-listings:** AFR 369 ARTH 308

**Primary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to
exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

Requirements/Evaluation: field trips to area museums, targeted writing assignments 5-7 pages in length, and peer response papers (two of each type per month)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and African Studies Majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTh 369 (D2) ARTh 308 (D1)

Writing Skills Notes: Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

Difference, Power, and Equity Notes: This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

ARTh 310 (S) An American Family and "Reality" Television (WS)

Cross-listings: ARTh 310 WGSS 312 AMST 333

Primary Cross-listing

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family’s life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the An American Family series in its entirety, research the program’s historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Requirements/Evaluation: class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: junior Art majors, followed by senior majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTh 310 (D1) WGSS 312 (D2) AMST 333 (D2)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a
process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: AMST Arts in Context Electives  ARTH post-1800 Courses  FMST Core Courses

Spring 2023
SEM Section: 01   Cancelled

ARTH 311  (S)  Women and Art in East Asia  (DPE)

Cross-listings:  ARTH 311  ASIA 311

Primary Cross-listing

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, and embroidery. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of aristocratic women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed

Requirements/Evaluation: attendance, class participation and discussion, 5 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 8-10-page final research paper (written in stages over the semester including a 10-15-minute presentation)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Art History, Asian Studies, Chinese, or Japanese majors, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 311  (D1) ASIA 311  (D1)

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project

Not offered current academic year

ARTH 314  (F)  Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707

Cross-listings:  HIST 314  ARTH 314  ASST 314  ASIA 314

Secondary Cross-listing

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will
include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4-5 short papers and a final paper

**Prerequisites:** students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

**Enrollment Limit:** none

**Enrollment Preferences:** graduating seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 314 (D2) ARTH 314 (D2) ASST 314 (D2) ASIA 314 (D2)

**Attributes:** ARTH pre-1800 Courses  HIST Group B Electives - Asia  HIST Group P Electives - Premodern

Not offered current academic year

**ARTH 315  (S) Underground Berlin: Art, Performance, and Film, 1980s to Present  (DPE)**

**Cross-listings:** GERM 314  WGSS 344  ARTH 315

**Primary Cross-listing**

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape--from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one research paper (12-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, German majors, then any interested student

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)

**Difference, Power, and Equity Notes:** Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Not offered current academic year

**ARTH 318  (S) Environmentalism in Experimental Media, Art and Politics, 1960s to Present**

Over the semester we will address historical and contemporary debates on environmental politics from the critical perspective of artists, activists, and
scholars from the 1960s to today. Organized thematically, this course addresses the aesthetics and politics of environmentalism alongside larger debates in the visual arts—including decolonial practices, globalization, conceptualism, collaboration and authorship, aesthetic reception, and the artistic transmission of ideas. We will place particular focus on lens-based and moving-image media practices with respect to the conceptualization of nature, as well as delve into the interrelation of materials and media in our greater cultural reckoning with climate change and environmental justice. Experiential engagement in the forms of screenings, group assignments, and the creation of site-specific and creative works in all media will amplify our art and media historical study of environmental politics in the public sphere. Students will also conduct independent research and essay writing in order to analyze the way we interpret, engage, alter, and mediate the natural world.

Requirements/Evaluation: Bi-monthly response papers (2 pages); participation in class and online forums; one 6-8 page paper; and a final media documentation project with accompanying written concept (5-7 pages)

Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Art History and Studio Art Majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Attributes: ARTH post-1800 Courses

Spring 2023
LEC Section: 01 Cancelled

ARTH 322  (F) Cold War Aesthetics  (DPE) (WS)
The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

Requirements/Evaluation: Active participation, leading discussion, and five four-page writing assignments.
Prerequisites: One ARTH course.
Enrollment Limit: 12
Enrollment Preferences: If overenrolled, preference will be given to Art History majors.
Expected Class Size: 10
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)  (DPE) (WS)
Writing Skills Notes: This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.
Difference, Power, and Equity Notes: This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.
Attributes: ARTH post-1800 Courses

Fall 2022
SEM Section: 01 Cancelled

ARTH 324  (F) Japanese Art and Visual Culture: Private/Public/Pop  (WS)
Cross-listings: ARTH 525  COMP 324  ARTH 324  ASIA 324
Secondary Cross-listing
This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

---

**Fall 2022**

**ARTH Section:** T1 TBA Christopher A. Bolton

**ARTH 325 (S) The Arts of the Book in Asia** (WS)

**Cross-listings:** ASIA 325 ARTH 325

**Primary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

**Requirements/Evaluation:** 3 essays, a final project/paper based on museum objects, wall label

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:

ASIA 325 (D1) ARTH 325 (D1)

Writing Skills Notes: Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2023
SEM Section: 01    MW 11:00 am - 12:15 pm     Murad K. Mumtaz

ARTH 327  (F) Acquiring Art: Selecting and Purchasing Objects For WCMA

Cross-listings:  ARTH 527  ECON 227  ARTH 327

Primary Cross-listing

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

Prerequisites: ECON 110 or permission of instructor

Enrollment Limit: 20

Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

Not offered current academic year

ARTH 331  (S) Michelangelo: Self and Sexuality  (WS)

Cross-listings: ARTH 331  WGSS 335

Primary Cross-listing

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students' writing and critical conversation will venture into the spaces between man and myth, selfhood and
self-fashioning, artist and patron, past and present.

Requirements/Evaluation: Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

Prerequisites: Any ARTH course

Enrollment Limit: 10

Enrollment Preferences: ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 331 (D1) WGSS 335 (D1)

Writing Skills Notes: Tutorial

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 332  (S)  Abstraction in Action: Global Modern and Contemporary Art  (WS)
Abstraction, be it gestural or geometrical, was a protagonist in the story of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, cultural co-optation, revolutionary politics, as well as racial, feminist, and queer critique. This object-oriented course will delve deeply into non-representation in global modern and contemporary art; we will supplement our careful study of artworks with primary documents, as well as with canonical theoretical frameworks and the reassessments that have sought to complicate these. This seminar is organized into two weekly sessions--a lecture and a discussion-to introduce key concepts and issues and to allow for ample group dialogue on these. Ultimately, the course seeks to revise and expand the cartographies and ontologies of abstraction in the 20th and 21st centuries. As such, it welcomes students with an interest in modern and contemporary art, yet does not require previous coursework in either.

Class Format: biweekly seminar, with one lecture session and one discussion session

Requirements/Evaluation: participation, weekly assignments, final 12- to 15-page paper written in stages throughout the semester

Prerequisites: must have previously taken one Art History course in any area

Enrollment Limit: 19

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will complete short written assignments and will prepare a final paper in three stages throughout the semester.
Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH post-1800 Courses

Spring 2023

SEM Section: 01  W 1:10 pm - 3:50 pm  Mari Rodriguez Binnie

ARTH 335  (S)  Uncovering Williams

Cross-listings: AMST 335  ARTH 335

Secondary Cross-listing
Sparked by current controversies around visual representations at Williams, this course--a joint effort of the Williams College Museum of Art and the American Studies Program--interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college
and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college's relationship to slavery and Abolitionism.

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) and bibliography

Prerequisites: sophomore standing or permission of the instructor

Enrollment Limit: 19

Enrollment Preferences: AMST majors

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 335 (D2) ARTH 335 (D1)

Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Not offered current academic year

ARTH 337 (S) Visual Politics

Cross-listings: PSCI 337 ARTH 337

Secondary Cross-listing

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, neuroscience, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Campt, Clark, Crary, Debord, Deleuze, Fanon, Foucault, Freedberg, Hobbes, Kittler, Mercer, Mitchell, Mulvey, Plato, Rancière, Scott, Sexton, Starr, Virilio, Warburg, and Zeki.

Requirements/Evaluation: regular, engaged class participation, several Glow posts, and *either* three 7- to 8-page papers *or* on short and one much longer paper.

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Limit: 16

Enrollment Preferences: Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 337 (D2) ARTH 337 (D1)

Attributes: PSCI Political Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mark T. Reinhardt

ARTH 338 (S) The Romantic Revolution: Art and Experience in 19th-Century Europe
This course explores major moments in nineteenth-century European painting and sculpture in relation to sweeping transformations across multiple dimensions of human experience, including aesthetics, philosophy, psychology, politics, and beyond. Key artists include Friedrich, Delacroix, Blake, Turner, Courbet, and many others. In each case we will interrogate their work across multiple art historical and intellectual perspectives, at once with a view to unveiling larger developments, but also to make the case for works of art as powerful bearers of meaning, and shapers of experience, in and of themselves. Assignments keyed to introducing students to a range of art historical methods and modes of argument and interpretation.

Class Format: combination lecture and discussion

Requirements/Evaluation: two research papers approximately 10 pages each; final exam; additional short reports

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)

Cross-listings: ASST 342 ASIA 342 ARTH 342

Primary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

Requirements/Evaluation: bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

Prerequisites: none, open to all students

Enrollment Limit: 10

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ASST 342 (D1) ASIA 342 (D1) ARTH 342 (D1)

Writing Skills Notes: Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 344 (F) Pacific-New England Material Histories (DPE)

Cross-listings: ARTH 344 AMST 344

Primary Cross-listing
This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogenous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshoppping more creative approaches.

**Requirements/Evaluation:** participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 344 (D1) AMST 344 (D2)

**Difference, Power, and Equity Notes:** This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Not offered current academic year

**ARTH 358 (S) Latinx Installation and Site-Specific Art** (WS)

**Cross-listings:** LATS 358 ARTH 358

**Secondary Cross-listing**

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

**Class Format:** discussion

**Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation

**Prerequisites:** LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators and Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 358 (D2) ARTH 358 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Core Electives
ARTh 360 (S) The Gothic Cathedral: An Art History

Cross-listings: ARTH 360 REL 360

Primary Cross-listing

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and
decoration, Gothic cathedrals -- the medieval equivalent of the blockbuster movie, and then some -- have amazed visitors for centuries. The
widespread social media reaction of shock and dismay to the fire at Notre Dame Cathedral in Paris almost three years ago, moreover, indicates that
this power of the cathedral to dazzle and to capture hearts remains very much alive. But how have art historians, specifically, made sense of these
extraordinary, and extraordinarily complex, monuments? And how have the questions they have asked about the cathedral changed over time?
Through a close examination of a number of influential books, in particular -- each one of them a kind of miniature cathedral in its own right -- this
300-level seminar will investigate the shifting interpretation of the Gothic Cathedral over the past 150 years. In so doing, the seminar aims to shed light
not only on the fascinating multiplicity of realities that make up the Gothic cathedral but also on the changing shape of the discipline of art history itself,
from its beginnings to the early 2020s.

Requirements/Evaluation: participation in class discussion; oral presentation; three 2-3-page papers, and a 10-page research paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: art majors and sophomores, but open to all

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 360 (D1) REL 360 (D2)

Attributes: ARTH pre-1800 Courses

Spring 2023

SEM Section: 01 F 1:10 pm - 3:50 pm Peter D. Low

ARTh 363 Space into Place: Composing Modernity through Maps and Landscape Paintings, 1500-1900

Colonial expansion and growing trade networks created new needs for picturing the globe in early modern Europe. In other words, globalization
required a world broken down into concrete units that could be known and recognized. The artistic and the cartographic were two fundamental modes
of representing space. What we might learn by bringing landscape paintings and maps together in dialogue? What are the aesthetic expectations of
each genre? How were subject, scale, perspective, and proportion determined and by whom? Moving beyond a binary opposition of science versus
art, we will study conventions and changes in mapmaking and landscape painting from the sixteenth to nineteenth centuries to analyze shifting
conceptions of national identity, modernity, and the relation of humans to nature. Course lectures and an interdisciplinary array of readings will provide
historical and conceptual support for object-based discussions in the Williams College Museum of Art, the Chapin Rare Book Library, and at the Clark
Art Institute.

Class Format: this course will meet twice per week, the first meeting will be in the format of a lecture, the second will be a seminar-style discussion

Requirements/Evaluation: two short papers (4-5 pages), one longer final paper (10-12 pages), presentations, and participation in discussion

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 10

Grading:

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year
The first movies excited viewers not by telling stories, but by reproducing the world: a dancer’s billowing skirts, the sight of Niagara Falls, the arrival of a train at the station—such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean—whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA—still remains uncertain. We’ll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott’s “Sneeze” (1894) to Josh Oppenheimer’s *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

**Requirements/Evaluation:** four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 367 (D1) ENGL 367 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

*Not offered current academic year*

**ARTH 368 HIV + AIDS in Film and Video** (DPE)

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in reckoning with the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a ‘plague’ of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the ‘plague’ years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: the past decade has yielded a new wave of artworks dedicated to memorializing the crisis, while for many communities, the crisis never ended. Together, we will ask difficult and probing questions about this phenomenon called the ‘AIDS epidemic,’ examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings and intensive discussion.

**Requirements/Evaluation:** Discussion facilitation, attendance and participation, short response papers, long research paper

**Prerequisites:** ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior majors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This is an intersectional course in LGBTQ+ art history, with an examination of the relationship between sexuality, gender, ethnicity and power within AIDS activism and the AIDS crisis.

*Not offered current academic year*
Cross-listings: ENGL 379 ARTH 379

Secondary Cross-listing

This course is conceived primarily as an experiential adventure in creative forms of art writing. We'll read several recent examples of such work (from writers including John Ashbery, Roland Barthes, John Berger, Teju Cole, Jorie Graham, Robin Coste Lewis, Eileen Myles, Ali Smith, Roberto Tejada, and John Yau) to get a sense of the range of approaches, from the ekphrastic poem to the essay to the novel, alive today; and we will spend considerable time in local museums, engaging intimately with works of art through various writing prompts, as you create your own creative responses to visual art. Along the way, we will work to historicize and theorize the relation between the verbal and visual arts, and to ask what looking at art brings to creative writing, as well as the ways creative writing might extend or alter the work of art history.

Class Format: This will be a hybrid course. We will divide our time between seminar meetings, where we will discuss published texts; museum visits, where you'll engage directly with visual art; and small group meetings, where you'll get feedback on your evolving work.

Requirements/Evaluation: engaged participation; successful completion of assignments; demonstrated commitment and quality of the work, as evidenced by a final portfolio of revised writing.

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 12

Enrollment Preferences: Undergraduate majors in English or Art and graduate students in Art.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 379 (D1) ARTH 379 (D1)

Attributes: ENGL Creative Writing Courses

Not offered current academic year

ARTH 390  (F)  Art and Representation in the Wake of Empire, Europe After 1945  (DPE)

Foregrounding the exhibition as a critical form of aesthetic and political contestation, this course examines the transformation of colonial projects of early modernity to the post-World War II period. It will situate European visual culture within systems of transnational exchange and the art and cultures of other continents, while reflecting upon its economic and political impacts within its own newly reconfigured borders. National identity will be set in relief against a burgeoning cosmopolitanism, migration shifts, and increased tourism worldwide. Work in a variety of media will illustrate the multifaceted nature of these interactions and their engagement with materials, persons, and things in the commodification and use of natural resources. Of the themes addressed in this course--postcolony, anticapitalism, imperialism, neocolonialism, and existentialism--particular attention will be focused upon the history of independence movements in the former European colonies and their reflection in works of art in Europe and abroad. We will consider the role major international and perennial art exhibitions--such as Documenta in Germany and the Venice Biennale in Italy--have played in the reconceptualization of the field of contemporary art, as well as other institutions of art confronting new waves of fascism in Europe. With a transhistorical approach, we will assess the work of international curators and cultural theorists who have remapped the relationship between art and politics, and the Global North and South.

Requirements/Evaluation: Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History and Studio Art majors, then any interested student

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: The course examines difference, power, and equity in artistic practice as a means of rethinking European identity within a globalized world. Migration, diaspora, and citizenship--and their differentials of power and movement--are central to course assignments and discussions. It focuses on the lasting impacts of colonialism beyond European borders as a way of understanding the logic of cultural hegemony.
ARTH 400  (F) Clark Visiting Professor Seminar: Blackness and Abstraction

Cross-listings:  ARTH 500  ARTH 400

Secondary Cross-listing

This seminar sets out to investigate the multiple meanings of blackness--as racial identity, perceptual phenomenon, sociocultural tradition, philosophical limit-condition--in modern and contemporary abstraction. Taking a thematic approach that begins with African American artists in the 1950s and expands to Caribbean, Black British, and African artists from the 1960s onward, we examine tensions between formalist and contextualist approaches to practices that challenged narrow notions of "black art" while also questioning canonical values of "universality." With identity as a significant factor in the institutional conditions surrounding the exhibition and reception of black artists, we grapple with the theoretical limitations of current scholarship with regards to Black Atlantic models of diaspora that foreground cross-cultural questions of hybridity and syncretism across the post-Civil Rights era and postcolonial experiences of globalization. Vernacular practices further broaden the scope of inquiry, which will weigh up the interdisciplinary insights contemporary curators have introduced to debates on the aesthetics and politics of black abstraction that alter the way we understand the entire narrative of modernism and modernity.

Requirements/Evaluation:  writing assignments, participation

Prerequisites:  none

Enrollment Limit:  16

Enrollment Preferences:  graduate students get preference; places for 8 undergraduate and 8 graduate students assured

Expected Class Size:  16

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 500 (D1)  ARTH 400 (D1)

ARTH 401  (S) Museums: History and Practice

Cross-listings:  LEAD 301  ARTH 501  ARTH 401

Secondary Cross-listing

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in today's institutions. Looking at museums past and present internationally, seminar participants will envision the future of museums as we recognize programmatic and re-organizational developments in our own moment of civic and social unrest. The class will consider this future while examining existing governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning of works of art, and issues in repatriation and restitution of cultural property. Surveying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, we will investigate current trends in acquisition, exhibition and educational programming in light of a changing canon. In addition, class discussions will have a special focus on how museums might strive to balance their traditional scholarly and artistic roles with their future civic and social responsibilities, doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

Requirements/Evaluation:  oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

Prerequisites:  undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

Enrollment Limit:  10

Enrollment Preferences:  graduate students, then senior art history majors, then other undergraduates

Expected Class Size:  10
Grading: no pass/fail option, no fifth course option

Unit Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 301 (D2) ARTH 501 (D1) ARTH 401 (D1)

Attributes: AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2023

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

ARTH 402 (S) Monuments and The Art of Memorial

The urge to commemorate is a timeless human impulse. Individuals, heroic acts, and historic events have been marked by mounds, architecture, images, words, and ephemera for over 5000 years. The value of the subject or focus of a commemoration changes over time. Entropy, iconoclasm, and vandalism have been seen as either positive or negative modes of destruction. Recent events have brought into high relief monuments long taken for granted as markers of the American urban landscape. Calls for the removal of monuments that have elevated individuals implicated in colonialism and racism have led to a powerful surge in alternative monument-making, and brought commemorative images back into public consciousness. Over the course of the seminar students will document and explore the concepts behind monuments and memorials in the Western tradition from their origins in the ancient Mediterranean (Mesopotamia, Egypt, Greece, Imperial Rome), and chart their reception, interpretation, destruction, and/or influence in later periods. We will also analyze the abstraction and inversion of monumental form, seen in the counter monuments of the late twentieth century such as Maya Lin's Vietnam Veterans Memorial (1982) or Gunter Demnig's Stumbling Stones project (Stolpersteine, 1992-the present), the world's largest decentralized memorial for the victims of Nazi terror. Our consideration of historical monuments will be paired with ongoing contemporary discussions of action around the removal of memorials, and the call for creative alternatives. During the second half of the semester seminar participants will research a memorial trend or a specific monument, and investigate and parse its context and reception over time. A short presentation and a substantial paper, written in stages, will be the end result of the research project.

Class Format: Discussion oriented course. Each student will have the opportunity to coordinate the discussion.

Requirements/Evaluation: The requirements of the course include: attendance, weekly posts on reading, and participation in discussion; a short (15-minute max) report on a research project; a 15-18 page paper on the research project, written in stages.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Art History majors and grad students, then any interested student

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Unit Notes: This course will fulfill the seminar requirement for the major in Art History. It can also fulfill the ARTH pre-1800 Course requirement if a seminar project is in the pre-modern era.

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 403 (S) Clark Visiting Professor Seminar: Afro-Cosmopolitans 1935-1955

Cross-listings: ARTH 503 ARTH 403

Secondary Cross-listing

Black modernism became a transnational formation during the 1940s in an era of anticolonial upheaval that witnessed the demise of the imperial world order. Reframing the midcentury period, which is often seen as a mere transition from Social Realism to Abstract Expressionism, we delve into the aesthetic innovations of African American, Caribbean, and African artists whose critical positionality on the politics of race aligned with the intellectual outlook of the Black Radical Tradition expressed by such thinkers as W.E.B DuBois and Richard Wright. As we track the choices by which Romare Bearden, Jacob Lawrence, Elizabeth Catlett and others challenged the category of "folk art" in the Depression era, we explore how the vernacular Africanisms that Zora Neale Hurston and Katherine Dunham discovered in West Indian religions resonated with the cross-cultural concerns of Wifredo
Lam in Cuba and Edna Manley in Jamaica. With Pierre Verger’s photographs of Afro-Brazilian rituals adding to our scope of inquiry, the seminar seeks to assemble a synthesis of interpretive approaches toward a deeper understanding of the abstraction produced by Ernest Mancoba in South Africa and by Aubrey Williams in post-war London.

Requirements/Evaluation: research paper, class presentations
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 503 (D1) ARTH 403 (D1)

Spring 2023
SEM Section: 01 M 1:00 pm - 3:50 pm Kobena Mercer

ARTH 405 (F) Seminar in Architectural Criticism
How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility—or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

Requirements/Evaluation: students will write and revise six papers (5-7 pages) during the semester
Prerequisites: any 100 level ARTH course or permission of instructor
Enrollment Limit: 11
Enrollment Preferences: junior Art History majors
Expected Class Size: 11
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Attributes: AMST Space and Place Electives

Fall 2022
SEM Section: 01 W 1:10 pm - 3:50 pm Michael J. Lewis

ARTH 407 (F) Materials and Material Culture along the Eastern Silk Road
The Silk Road, a network of land and sea trading routes stretching from the Mediterranean to East Asia, served as a conduit for dynamic interactions and cross-cultural exchanges in the era before globalization. As a great cultural highway, the Silk Road stimulated the movement of peoples, the trade of luxury goods, and the transmission of technologies, ideas, and artistic motifs. This seminar examines the materials and material things traveling along the Silk Road from the fall of the Han Dynasty in China to the rise of the Mongol Empire (ca. 300 to 1400 CE). We focus, in particular, on the movement and use of three key materials: silk, glass, and paper. Topics include the transmission of silk-weaving technologies between China and Central Asia, glass bead production on the Korean peninsula, and the role of Japan’s Shosoin Treasury in the construction of kingship. The emphasis will be on the material culture and sites from China, Korea, and Japan, with forays to India, Afghanistan, Turkey, and beyond. You will learn to critically analyze issues related to cultural interactions and gain familiarity with critical approaches to materiality and material culture studies. As a class, we will
also develop a collaborative timeline as a resource to remember historical developments as well as key dates, objects, materials, and individuals. No prior knowledge of Asian art history is required or assumed.

**Requirements/Evaluation:** attendance, class participation and discussion, 5 response papers (2-3 pages), Silk Road City presentation, 12-15 page final paper + presentation

**Prerequisites:** must have taken at least 1 art history course

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors or seniors, but open to all

**Expected Class Size:** 8

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

**ARTH 412  (F)  The Politics of Aesthetics: Collaboration and Participation in Contemporary Art**

The social turn is a hallmark of contemporary art, as artists since the 1960s turned from the art object toward dynamic exchanges with the public, from sole author to collaborative engagement. This seminar provides a theoretical framework to historicize as well as to critically analyze the promise and pitfalls of collaborative works, of favoring active participants over passive spectators, and of the meteoric rise of what is now commonly known as "social practice" art. A wide range of case studies from around the world will also allow us to delve into the intersections and productive tensions between aesthetics and politics, or between art and life.

**Requirements/Evaluation:** discussion questions, weekly presentations on either a text or an artist, three response papers, final 12- to 15-page paper

**Prerequisites:** must have previously taken an Art History course

**Enrollment Limit:** 10

**Enrollment Preferences:** If overenrolled, preference will be given to Art History seniors.

**Expected Class Size:** 7

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

**ARTH 414  (F)  Modernist Architecture: The Rise and Fall of the Modern Movement  (WS)**

Modern architecture was once a radical movement--as radical as modern art, music, and literature--but though its forms survive today, they have lost their revolutionary charge. It has dwindled, in the words of Nathan Glazer, "from a cause to a style." This seminar will examine the modern movement in architecture as a historical artifact, from its emergence in early 20th-century Europe to its worldwide dominance in the 1950s, and to its collapse into an ideology-free modern vernacular since the 1960s. We will look at the principal theorists of the movement, including Le Corbusier, Mies van der Rohe, and Adolf Loos, as well as the critics who undermined it, particularly Robert Venturi and Jane Jacobs. Potential research topics include the failure of urban renewal, the patronage of modernism by corporate America, postmodernist criticism, and the historiography of the modern movement--in short, any topic that falls between Mies's "less is more" to Venturi's "less is a bore."

**Requirements/Evaluation:** Several short classroom presentations. A 20-page research paper and a one-hour presentation & discussion in the seminar.

**Prerequisites:** At least two previous courses in art history.

**Enrollment Limit:** 11

**Enrollment Preferences:** Juniors, seniors and graduate students.

**Expected Class Size:** 11

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)  (WS)

**Writing Skills Notes:** Students will prepare a seminar research paper of at least 20 pages that will be revised in multiple draft, responding to
comprehensive feedback on content, style, logic, tone, grammar, word use, and so forth.

Not offered current academic year

**ARTH 416  (S)  Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance**

**Cross-listings:** COMP 404  ARTH 416  THEA 416  WGSS 416

**Secondary Cross-listing**

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political—including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability—but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

**Requirements/Evaluation:** in-class discussion, partner presentation, weekly reading responses, final project

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors, students with previous performance studies coursework

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 404 (D2) ARTH 416 (D2) THEA 416 (D1) WGSS 416 (D2)

Not offered current academic year

**ARTH 418  Gothic Wonder: Exploring the Medieval Cathedral Then and Now**

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals were built to amaze visitors—the medieval equivalent of the blockbuster movie, and then some. The goal was to activate and overwhelm all of the senses and thereby both to produce an experience of transcendence for the people entering and using the cathedral, and to capture their hearts. The widespread social media reaction of shock and dismay to the fire at Notre Dame in Paris last year suggests that this power of the medieval cathedral to captivate remains very much alive. But these cathedrals have also, over the centuries, embodied and perpetuated hierarchies of authority and privilege, and have consumed vast economic resources. As a result, they have often been centers of conflict—and this too remains true today, as the heated debate in France over the rebuilding of Notre Dame testifies. This seminar will investigate the multiplicity of realities that make up the Gothic cathedral, from the Middle Ages to the present day. Together, we will look at a number of Europe’s most renowned cathedrals, through time—in France (including Notre Dame in Paris), England, Italy, Germany, Spain, and elsewhere—and consider both how each building has changed over the centuries and how it has been differently interpreted. As this collective conversation is unfolding, students will also pursue individual research projects on a cathedral of their own choosing, the aim being similarly to examine one of these remarkable monuments over time and in its shifting contexts.

**Requirements/Evaluation:** Participation in class discussion; oral presentation; 15-20-page research paper.

**Prerequisites:** Permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Art majors, but open to all

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

**ARTH 420  (F)  Architecture and Sustainability in a Global World  (WS)**

**Cross-listings:** ARTH 420  GBST 420  ENVI 420
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as “minimizing the negative impact of built form on the surrounding landscape,” and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year
This course is cross-listed and the prefixes carry the following divisional credit:

REL 421 (D1) ARTH 421 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 424 (S) Heaven’s Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art

Cross-listings: ARTH 523 ARTH 424

Primary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

Requirements/Evaluation: class discussion/participation, oral presentation, and a 15- to 20-page research paper

Prerequisites: permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art majors and graduate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 523 (D1) ARTH 424 (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 434 (S) Renaissance Time

Time defines the Renaissance, whether framed as the "rebirth" of the past or the foundation of the present. Either way, past historians molded this period with time as their medium, fixing the Renaissance at the dynamic center of history. Flowing from historiographic foundations, this course will follow diverse art historical streams of Renaissance time to the present. How do Renaissance images play along by pointing to times outside of their frames? What are the implications for the historical worlds-the contexts-we build around objects in order to understand them? How do we navigate the role our own perspectives, interests, and desires play in the form we give to the past? How has time shaped the historic hegemonies of geographic place, and how might we re-deploy temporal strategies to dislodge them? This is a Renaissance course that explores topics fundamental to the broader history of art, and one that ranges widely in focus from the theoretical to the concrete. We will base our discussions both on class readings and on object-based assignments in local museums designed to explore the living relationships we forge with the art of cultures long since gone. Accordingly, students will spend (lots of) time with Renaissance works at the Clark Art Institute, and work with/at WCMA to shape new narratives that bridge past and present while honoring them both.

Class Format: component of museum-based coursework

Requirements/Evaluation: class discussions and written preparation (students have a range of choices); two brief essays based on museum assignments (one with wall label); and a 10- to 15-page research paper

Prerequisites: one 100-level Art History course and any other Art History course, or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Art History and History majors and graduate students in the History of Art
**ARTH 436 (S) Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern**

**Cross-listings:** ENV 436  ARTH 436  CLAS 436

**Primary Cross-listing**

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people--cross-species compound creatures are everywhere in ancient Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. We will consider in detail ancient theories of the origins of species as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Apres midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** art history majors, graduate students in art history, classics majors, then any interested student

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course will satisfy the seminar requirement in art history.

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 436 (D1) ARTH 436 (D1) CLAS 436 (D1)

**Attributes:** ARTH pre-1800 Courses  ENV Humanities, Arts + Social Science Electives

Not offered current academic year
and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 440 (D1) LATS 440 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

---

**ARTH 460 (S) Repairing a Broken World: Intro to North African Contemporary Art** (DPE)

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly blog posts, 5-page mid-term paper, 10-12 page final paper and presentation.

For grad students: Active participation, weekly blog posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec
Grading: yes pass/fail option, yes fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTh 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

Difference, Power, and Equity Notes: This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023
SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak
SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

ARTh 462 (F) Art of California: Pacific Standard Time (DPE) (WS)

Cross-listings: AMST 462 ARTH 462 ARTH 562 LATS 462

Primary Cross-listing
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation: Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.

Prerequisites: ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 462 (D2) ARTH 462 (D1) ARTH 562 (D1) LATS 462 (D1)

Writing Skills Notes: There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

ARTh 472 (S) Timelines
Art is really time-consuming--to make, to view, to use, to understand. We enshrine it, excavate it, curate it, deploy it and sometimes we deliberately destroy it. We are always telling stories about the stuff. We seem to think that we control these many fabled things, though they meddle endlessly in the spaces between self and other, human and divine. Great art can be inspiring, enabling people to transcend time, or it can be traumatizing, making time stop altogether. Or both! To explore such powers, we will begin in the 19th century, when commonplace notions of past and present wobbled
seriously with the invention of photography and the avid pursuit of archaeology. Thereafter, we will concentrate on the period between 1870 and 1930 and operate across time and space, with particular reference to the Middle East, where art has figured in many religions and also many conflicts. There will be no single story-line, but rather a series of case studies, ranging from iconic paintings and sacred spaces to photojournalism. Along the way, creativity and iconoclasm will be recurring themes. Choose this class if you are curious about the agency and power that art wields in our lives.

Requirements/Evaluation: regular attendance and active class participation, Glow Posts, term project

Prerequisites: one studio or art history class

Enrollment Limit: 15

Enrollment Preferences: art majors

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

**ARTH 494 (S) Thesis Seminar**

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honors' thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.

Requirements/Evaluation: once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art

Prerequisites: for requirements of entry into the course, please see “The Degree with Honors in Art, Art History”

Enrollment Limit: 8

Enrollment Preferences: permission of instructor required

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Unit Notes: does not satisfy the Art History seminar requirement

Distributions: (D1)

Spring 2023

HON Section: 01  W 7:00 pm - 9:40 pm  Stefanie Solum

**ARTH 497 (F) Independent Study: Art History**

Art History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Fall 2022

IND Section: 01  TBA  Michelle M. Apotsos

**ARTH 498 (S) Independent Study: Art History**

Art History independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

Spring 2023
**ARTh 500 (F)** Clark Visiting Professor Seminar: Blackness and Abstraction

**Cross-listings:** ARTH 500  ARTH 400

**Primary Cross-listing**

This seminar sets out to investigate the multiple meanings of blackness—as racial identity, perceptual phenomenon, sociocultural tradition, philosophical limit-condition—in modern and contemporary abstraction. Taking a thematic approach that begins with African American artists in the 1950s and expands to Caribbean, Black British, and African artists from the 1960s onward, we examine tensions between formalist and contextualist approaches to practices that challenged narrow notions of "black art" while also questioning canonical values of "universality." With identity as a significant factor in the institutional conditions surrounding the exhibition and reception of black artists, we grapple with the theoretical limitations of current scholarship with regards to Black Atlantic models of diaspora that foreground cross-cultural questions of hybridity and syncretism across the post-Civil Rights era and postcolonial experiences of globalization. Vernacular practices further broaden the scope of inquiry, which will weigh up the interdisciplinary insights contemporary curators have introduced to debates on the aesthetics and politics of black abstraction that alter the way we understand the entire narrative of modernism and modernity.

**Requirements/Evaluation:** writing assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students get preference; places for 8 undergraduate and 8 graduate students assured

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 500 (D1) ARTH 400 (D1)

---

**ARTh 501 (S)** Museums: History and Practice

**Cross-listings:** LEAD 301  ARTH 501  ARTH 401

**Primary Cross-listing**

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that have resulted in today’s institutions. Looking at museums past and present internationally, seminar participants will envision the future of museums as we recognize programmatic and re-organizational developments in our own moment of civic and social unrest. The class will consider this future while examining existing governance and management policies and practices, the role of architecture and installation in interpretation and experience, guidelines in the accessioning and deaccessioning of works of art, and issues in repatriation and restitution of cultural property. Surveying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, we will investigate current trends in acquisition, exhibition and educational programming in light of a changing canon. In addition, class discussions will have a special focus on how museums might strive to balance their traditional scholarly and artistic roles with their future civic and social responsibilities, doing so while maintaining financial stability in the increasingly market-driven, metric-conscious, not-for-profit environment of our time.

**Requirements/Evaluation:** oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

**Prerequisites:** undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

**Enrollment Limit:** 10

**Enrollment Preferences:** graduate students, then senior art history majors, then other undergraduates

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the seminar requirement for the undergraduate Art History major

**Distributions:** (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 301 (D2) ARTH 501 (D1) ARTH 401 (D1)

Attributes: AMST Space and Place Electives  LEAD Facets or Domains of Leadership

Spring 2023
SEM Section: 01    W 1:00 pm - 3:50 pm     Michael Conforti

ARTH 503  (S)  Clark Visiting Professor Seminar: Afro-Cosmopolitans 1935-1955
Cross-listings:  ARTH 503  ARTH 403

Primary Cross-listing
Black modernism became a transnational formation during the 1940s in an era of anticolonial upheaval that witnessed the demise of the imperial world order. Reframing the midcentury period, which is often seen as a mere transition from Social Realism to Abstract Expressionism, we delve into the aesthetic innovations of African American, Caribbean, and African artists whose critical positionality on the politics of race aligned with the intellectual outlook of the Black Radical Tradition expressed by such thinkers as W.E.B DuBois and Richard Wright. As we track the choices by which Romare Bearden, Jacob Lawrence, Elizabeth Catlett and others challenged the category of "folk art" in the Depression era, we explore how the vernacular Africanisms that Zora Neale Hurston and Katherine Dunham discovered in West Indian religions resonated with the cross-cultural concerns of Wifredo Lam in Cuba and Edna Manley in Jamaica. With Pierre Verger's photographs of Afro-Brazilian rituals adding to our scope of inquiry, the seminar seeks to assemble a synthesis of interpretive approaches toward a deeper understanding of the abstraction produced by Ernest Mancoba in South Africa and by Aubrey Williams in post-war London.

Requirements/Evaluation: research paper, class presentations
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 503 (D1) ARTH 403 (D1)

Spring 2023
SEM Section: 01    M 1:00 pm - 3:50 pm     Kobena Mercer

ARTH 504  (F)  Proseminar in Research and Method
In this graduate Proseminar on Research and Method, we will read a number of texts that form the foundation of art history as a discipline, including the writings of Plato, Panofsky, Lessing, Heidegger, Wölflin, and Barthes (among others). We will study these works against the grain, considering how art history is currently transforming under the fields of ecology, disability studies, queer theory, and radical black feminism. Students will work closely with the collections of the Clark to theorize how absences are integral to institutional histories, and we will think about how we can, as historians, responsibly address voices that have been removed from the canons of art history. This course considers not only central writings of art historical methodology but also the limits for decolonizing art history and the museum, as we will examine how the formation of the discipline depended upon absenting critical perspectives and voices.

Requirements/Evaluation: class participation, writing assignments
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Fall 2022

SEM Section: 01    T 1:00 pm - 3:50 pm    Caroline O. Fowler

ARTH 506  (S)  Expository Writing Workshop
This writing seminar for graduate students in Art History will afford intensive full group discussions of writing skills and substantial one-on-one writing consultations. Group discussions will center on three kinds of texts: Writing about writing, published writing in the discipline of Art History, and student writing in progress. In six such discussions we will improve our vocabulary and method for discussing writing; we will learn to build better and more sophisticated sentences, paragraphs, and arguments; and we will practice anticipatory reading and writing in order to strengthen our control of both voice and structure. Each discussion will be supported with both exempla and exercises, and our watchword in all cases will be “revision.” In one-on-one consultations (3-4 per person), I will offer tailored critique of each student’s work, setting aside time as needed to troubleshoot sentences, paragraphs, or arguments together.

Requirements/Evaluation: class participation, participation in consultation meetings, writing assignments,

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Spring 2023

SEM Section: 01    T 1:00 pm - 3:50 pm    Ezra D. Feldman

ARTH 507  (F)(S)  Object Workshop
Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

Requirements/Evaluation: participation

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Expected Class Size: 14

Grading: pass/fail option only

Distributions: (D1)

Fall 2022

SEM Section: 01    TBA    Emmelyn Butterfield-Rosen

Spring 2023

SEM Section: 01    TBA    Marc Gottlieb

ARTH 508  (S)  Art and Conservation: An Inquiry into History, Methods, and Materials
In this course students will learn to recognize the materials present in cultural heritage collections, understand the history of artist’s methods and techniques, and hone their observation and examination skills when working with material culture. Students will form a basis in art conservation and condition assessment vocabulary and will exercise handling and examination skills for a variety of materials and artworks present during each session.
Those who are planning careers involving work with cultural materials will explore cultural heritage through the lens of the art conservator and form a broader awareness of the ethics and procedures of conservation and preservation. An understanding of the vulnerabilities and condition issues of cultural materials and how to care for them will be developed as an impactful, practical resource for future careers in cultural heritage. A multi-disciplinary group of teachers from the staff at the Williamstown Art Conservation Center (WACC) will conduct lectures, practicums, discussions on conservation research literature and visits to nearby art institutions. Sessions are held at The WACC in the Lunder Center at Stone Hill on the Clark Art Institute campus. Students receive a syllabus with session outlines and required reading lists. Required readings are available via GLOW and on reserve at the Clark Library. Three exams will be given throughout the course and attendance is required at all sessions in lieu of a final exam (each weighted at 25% of the final grade).

**Class Format:** slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

**Requirements/Evaluation:** attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Graduate Program students, then students in art history or studio art

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

---

**ARTH 509 (S) Graduate Symposium**

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

**Class Format:** symposium

**Requirements/Evaluation:** each student will present three practice runs and a final oral presentation at the symposium

**Prerequisites:** successful completion and acceptance of the Qualifying Paper

**Enrollment Limit:** 16

**Enrollment Preferences:** all 2nd year grads

**Expected Class Size:** 12

**Grading:** pass/fail option only

**Unit Notes:** limited to and required of second-year students in the Graduate Program in the History of Art

**Distributions:** (D1)

---

**ARTH 512 (F) Why Look at Animals? Some Contemporary Positions**

This seminar, named for a 1977 essay by the art critic John Berger, considers a recent tendency in contemporary art to see nonhuman animals less as objects for human delectation—to be owned, eaten, or symbolized with-than as subjects, endowed with specific forms of intelligence, agency, and/or cross-species kinship. We will take as case studies the work of artists such as Francis Alÿs, Xu Bing, Sue Coe, Coco Fusco, Pierre Huyghe, Jochen Lempert, Chris Marker, and Lin May Saeed, among others. Readings will come in part from the rapidly growing, multidisciplinary field of animal studies. In the process, we will consider concepts such as animacy; animal ethics; animalization; the anthropocene; biopolitics; and posthumanism. This seminar anticipates two exhibitions concerning animals at the Clark in Summer 2020.

**Requirements/Evaluation:** active class participation, presentations, writing assignments
ARTh 513  (S)  Contours of Abstraction in Modern and Contemporary Art

Abstraction, be it gestural or geometrical, was a protagonist of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, revolutionary politics, appropriation, as well as racial, feminist, and queer critique. We will delve deeply into abstraction in global modern and contemporary art through myriad primary documents and theoretical frameworks so as to revise and expand its canonical contours and cartographies.

Requirements/Evaluation:  Weekly presentations, response papers, final 20-page research paper
Prerequisites:  Students at the undergraduate level must be seniors and Art History majors
Enrollment Limit:  12
Enrollment Preferences:  Art History MA students and undergraduate Art History seniors
Expected Class Size:  10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1)
Attributes:  ARTH post-1800 Courses
Not offered current academic year

ARTh 519  (S)  Architectural Theory and Modernity, 1750-1968

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but no longer. Why is that? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 15- to 20-page seminar paper, based on comments and discussion following a classroom presentation.

Requirements/Evaluation:  class participation, writing assignments
Prerequisites:  none
Enrollment Limit:  none
Enrollment Preferences:  MA students, then advanced undergraduates
Expected Class Size:  12
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D1)
Not offered current academic year

ARTh 521  (S)  Islam and the Image in Indian Painting, c.1450-c.1750

This seminar will explore Indian painting made for Muslim patrons from the medieval period to the early modern era. The course considers how paintings produced for an elite Indo-Muslim audience can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar will also address some of the major problems that continue to haunt Indian art scholarship. For most of
The academic study of Indian painting has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts-a curious oversight in light of the fact that miniature painting is primarily an art of the book. These biases have affected the way museums have collected, displayed, and interpreted miniature paintings. Western museums continue to place paintings made for books and albums in their "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences—even at times bound in the same albums—are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? In order to understand the various intended functions of miniature painting and its possible role as an "Islamic" art, the seminar will explore ways to conceptually reintegrate images and texts belonging to key manuscripts and albums that were dispersed during the colonial and post-colonial periods. To better understand the cultural, historical, and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

Requirements/Evaluation: class participation, writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

**ARTh 523 (S) Heaven's Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art**

Cross-listings: ARTh 523 ARTH 424

Secondary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

Requirements/Evaluation: class discussion/participation, oral presentation, and a 15- to 20-page research paper

Prerequisites: permission of instructor

Enrollment Limit: 14

Enrollment Preferences: Art majors and graduate students

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTh 523 (D1) ARTH 424 (D1)

Attributes: ARTh pre-1800 Courses

Not offered current academic year

**ARTh 525 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

Cross-listings: ARTh 525 COMP 324 ARTH 324 ASIA 324

Secondary Cross-listing
This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanō screen painting; nō, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

**ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA**

**Cross-listings:** ARTH 527 ECON 227 ARTH 327

**Secondary Cross-listing**

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

**Requirements/Evaluation:** three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

**Prerequisites:** ECON 110 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

**Expected Class Size:** 20
This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

Not offered current academic year

ARTH 532  (F)  Creative Life: The Visual Economy of Work

This course is a seminar on life and work focusing on methodologies of production—art, creative writing, history, theory, and criticism. With an initial focus on the pivotal period from the invention of photography until the onset of World War II, the course will examine the economy of work within modern visual culture. What were the considerations at stake in capturing the "facts" of industrial production? We will examine historical definitions of work, and practices and activities from life that have typically qualified or have the potential to qualify as work (in addition to critiques of these equivalencies). The latter half of the course will be driven by considerations of these themes in relation to student and workers movements of 1968, and contemporary forms of globalization and pluralist subjectivities. One related concern will be the consideration of intersubjective relations—professional and personal partnerships, friendships, and networks—which not only influence the trajectory of one’s life, but also the research one chooses to undertake. With the awareness that a range of drives and investments inhabit one's production, participants will be asked to reflect upon their own working practices as a means of critically engaging the affective relations governing artistic and intellectual labor. There will be an emphasis on cross-disciplinary ideas and influences—ranging from art history, film and media studies, the history of science, literature, and political history as a means of integrating theoretical approaches with a range of materials, including photography, cinema, illustrated magazines, advertisements, archives, world exhibitions, and product showrooms.

Requirements/Evaluation: Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: MA students, then undergraduate art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 536  (S)  Charles and Maurice Prendergrast in WCMA Collections

This seminar will investigate the careers of Maurice and Charles Prendergast, who occupy curious positions in American art. Students will work closely with the art and archival collections of the Prendergasts at WCMA, which is the largest repository of their work in the world. Maurice’s Post-Impressionism placed him at the forefront of American modernism in the first decades of the twentieth century, culminating with his inclusion in the infamous Armory Show of 1913. Charles, a leading frame maker before adapting techniques of his craft to create incised panels, intersects with the Arts & Crafts Movement, Symbolism, and vernacular material culture. While the brothers are firmly canonical, they are often regarded as isolated from major formal and iconographic concerns of their peers. Scholarship, much of it produced at WCMA, has often focused on their subject matter. Participants in this class will consider new material and theoretical approaches to the brothers’ work that may (or may not) prove productive in resituating their place in American art.

Requirements/Evaluation: class participation and writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced art history undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year
ARTh 537  (F)  HIV + AIDS in Film and Video  (DPE) (WS)

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

Class Format: This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

Requirements/Evaluation: Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.

Prerequisites: MA student, Art History or Studio Art major, or instructor permission

Enrollment Limit: 10

Enrollment Preferences: MA students first, followed by Art History and Studio Art majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

Difference, Power, and Equity Notes: This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTh 538  (F)  Realms of Earth and Sky: Indian Painting, ca. 600-1857  (WS)

On the basis of technique, Indian painting forms a continuum from the beginning of the first millennium down to the mid-nineteenth century: an outline in ink filled with flat, opaque colors which are burnished between each layer to give them opacity. In its media, its subject matter, regional variation, range of patronage, and artistic virtuosity, it displays startling diversity. From the northern Himalayan hills to Mysore in the south, artists, often working in family workshops for royalty, priests and wealthy merchants, have adorned caves and temples, illustrated books, and created lavish albums with themes ranging from the sacred to the secular. The study of Indian painting itself is a vast, evolving body of literature that continues to oscillate between discussions of artistic style and a concentration on content and context. The aim of this seminar is twofold: to outline the development of Indian painting historically; and to understand the political, social and religious circumstances that produced some of the greatest masterworks in Indian art. How was Indian painting used? Who were the patrons? How does the art form reflect the particular cultural values of its time? As an analytic framework, the seminar will consider Indian miniature painting both in light of primary literary sources as well as through current scholarship.

Requirements/Evaluation: Class participation. Short weekly responses. Final 15- to 20-page paper to be developed with the instructor throughout the semester.

Prerequisites: none, open to all students

Enrollment Limit: 19

Enrollment Preferences: graduate students, undergraduate art majors

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: Students will submit short written assignments weekly. They will also be required to submit a final paper which they will develop throughout the semester. Students will receive comments and suggestions from the instructor on their writing skills.

Not offered current academic year
Among all the portraits produced during the modern period, some have been painted or, more recently, photographed in prison. Portraits in prison exist at a crossroad of politics, law, and identity; they offer a great opportunity to think about art and society. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, outrageous and provocative at worst. But there has been, since the 16th century, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of political "debates." Within a few years, a terrifying series of portraits appeared that would nurture Western political thought and visual culture until now. Since the 18th century, these portraits have become more concerned with ideas that stretch beyond the individual and into the realm of social justice, mass incarceration, and the prison-industrialization complex.

Requirements/Evaluation: oral and written assignments

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: graduate students, then upper level undergraduate Art History majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

Why should color in prints be controversial? For most of the nineteenth century—even as technical advances encouraged a flowering of color in woodcut, intaglio, and especially lithographic production—entrenched voices in the art establishment continued to insist on printmaking as an art of black and white. Drawing upon a wide variety of examples from the Clark's collection, this course will explore the range of associations that attached to color prints, along a broad spectrum from highbrow preciousness and subtlety to lowbrow commercialism and bad taste. Color lithography was a particular lightning rod for controversy: although chromatic experiments in this medium enabled striking aesthetic innovations, the extreme complexity of the process also meant that the designer of a print became farther and farther removed from its actual production. This was just as true for the delicate and exquisite suites produced in limited editions by Pierre Bonnard, Edouard Vuillard, and Maurice Denis as it was for the large-scale, brightly-colored lithographic posters of Jules Chéret and Henri de Toulouse-Lautrec, used to advertise popular urban entertainments. Alongside the close examination of original works of art, a set of critical and theoretical readings will help us navigate the paradoxes of printed color. Apart from the standard requirements, including a research paper and class presentation, students will have an option to participate in a summer 2020 exhibition based on the course findings. This course will take place in the Manton Study Center for Works on Paper at the Clark.

Requirements/Evaluation: class participation and writing assignments

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: MA students, then advanced Art History undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory—in the form of treatises, manifestos, and critical reviews—has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as
Vitruvius, Alberti, Palladio, Laugier, Boulée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

**Class Format:** presentations

**Requirements/Evaluation:** several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

**Prerequisites:** permission of instructor

**Enrollment Limit:** 11

**Enrollment Preferences:** Graduate students

**Expected Class Size:** 10

**Grading:**

Not offered current academic year

---

**ARTH 546 (F) Texere: The Material Philosophy of Print and Textile, ca. 1500-1900**

It is a commonplace in the literature on textiles that the words for both text and textile derive from the Latin texere: to weave. As this etymological root indicates, the action of making cloth provides the metaphoric structure by which we conceive of language from the threading of thought to the weaving of prose and poetry. In the recent theoretical writings of Tim Ingold, among others, the processes of weaving-textility-offer a model against which to conceive of the dominant hylomorphic conception of matter and form as a process of imprint. Instead, textiles illustrate a world that is created through forces in motion, never imprinting, but moving against and within one another. This seminar will use these questions as the starting point to examine the interaction between printed matter (embodying a hylomorphic process) and textile (a material challenge to hylomorphism). The Clark Art Library contains a preeminent collection of textile material, and this seminar will dive into the Mary Ann Beinecke collection to examine histories of gender and labor, figuration and ornament, mobility and place, and finally, form and matter. The case studies will range from sixteenth-century needlepoint model books to twentieth-century kimono design.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced Art History major undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

---

**ARTH 547 (F) The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond**

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?—What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist's studio, the artist's desire, and the artist's death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

**Requirements/Evaluation:** presentations, research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then advanced Art History major undergrads

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year
ARTH 548 (S) Landscape, Theory, Ideology

To use the term "landscape" is to imply and assume a subject position. Unlike the categories of "nature," "wilderness," "vista," or "ecology," a landscape is something invented and experienced (or observed, or represented, or cultivated) solely by human agents. The term "landscape" is variously deployed in the service of a range of political and philosophical positions. This seminar explores "landscape" as a fruitful agitation in critical theory and aesthetic discourse over the past thirty years. The course will interact with the artists and photographic works on view in the exhibition, Landmarks, a 150-year survey of landscape photography in WCMA's collection. We will examine i) how landscape as medium and as genre moves from literature to painting to photography; ii) how to read and employ contemporary theory in the service of artwork from bygone eras; and iii) we will ask who exercises the agency and privilege to name, to invent, to denote a space or a view as worthy of sight.

Requirements/Evaluation: class participation, writing assignments
Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: MA students, then advanced art history undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ARTH 549 (F) Art, Biology, Beauty

This interdisciplinary seminar is offered in conjunction with the upcoming RAP Colloquium scheduled for March 2020, "Beauty, Sexuality, Selection: Darwinian Revolutions in Aesthetics." (Seminar participants will be expected to attend.) Our theme will be Charles Darwin's controversial theory of "sexual selection" as both a historical idea of aesthetic response and beauty, and as a theoretical concept that is back in play in current evolutionary thinking. Readings will be drawn from ancient philosophy, current science, art history, the history of science, and other fields, to engage the following questions: how did the existence of difference in the organic world--gender difference broadly but also more specifically racial difference in the human species--motivate Darwin's theory of an "aesthetic evolution" driven by animal and human perception of visual beauty? How did philosophical aesthetics contribute to Darwin's biological theory of beauty, and how did Darwin's biological theory of beauty unsettle the discipline of philosophical aesthetics? In which ways did the arts and visual cultures of Europe and elsewhere shape Darwin's aesthetic assumptions? How did, and how does, the concept of sexual selection destabilize the concept of "art" as a human cultural activity? How might "sexual selection" complicate historical and current delineations drawn between nature and culture, between the innate and the arbitrary?

Requirements/Evaluation: seminar participation, presentations, research paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: MA students, then advanced Art History major undergraduates
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ARTH 550 (S) The History, Theory, and Problem of Connoisseurship

The museum and market have long relied upon the "talent" of a chosen few "connoisseurs," whose abilities (i.e. "the expert eye")-shrouded in mythology and vague-have profoundly influenced the interpretation of objects. This seminar will interrogate the problematic construct of connoisseurship in the market (Duveen), in the museum (Pope-Hennessy), and in the academy (Berenson). Through readings about the history and theory of the practice from the sixteenth century to the modern day, we will reassess the meaning, and validity, of connoisseurship in visual culture. And, through conversations about authorship, working methods, and artistic intent, we will question what we learn from close looking. This seminar will include case studies using objects in the Clark's permanent collection, focusing on in-depth discussions of materials, techniques, attribution, quality, and the burgeoning field of conservation science. Students will be asked to conduct their own rigorous object-based research.

Requirements/Evaluation: class participation, writing assignments
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: MA students, then advanced art history major undergraduates

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTh 552 (F) Art and Enlightenment in Europe

Cross-listings: ARTh 552 ARTh 242

Secondary Cross-listing

This lecture course traces the emergence of new modes of art- and image-making during two momentous centuries of European history that established the paradoxical foundations of our modern world. In this period, modern democracy was founded and determined by exploitative labor, the extraction of natural resources, and the rise of the trans-Atlantic slave trade. Over two centuries from the founding of the French Academy in 1648 to the 1839 invention of photography, this course traces these tensions in art and intellectual thought, examining beauty and the sublime, rationality and madness, personhood and enslavement, natural history and extraction, democracy and tyranny. Often defined in terms of the "Enlightenment," this intellectual and artistic period engaged with freedom of religious thought, scientific experiment, and a belief that humanity was guided by reason and rationality. Yet these same discourses also laid the foundation for the invention of race, nationalism, and the expansion of European colonialism. Isolating a series of pivotal moments and emblematic figures in visual culture of this period, this course asks students to consider how art was implicated in Enlightenment, and, in turn, how Enlightenment was implicated in both newly liberatory and newly oppressive concepts of subjectivity and personhood. Particular emphasis will be placed on the history of science, and, relatedly, on the increasing global circulation of ideas, people, and goods. Artists in our purview include well-known figures like Velázquez, Rembrandt, Watteau, Hogarth, Goya, and Blake, as well as makers until recently left out of the art-historical canon, such as the Frankfurt-born botanical illustrator Maria Sibylla Merian, the Polynesian navigator and draftsman Tupaia, and the Guadeloupean neoclassical painter Guillaume Guillon-Lethière, the subject of a major upcoming exhibition at the Clark Art Institute. Designed for students with no prior experience studying art history, the course will work directly from objects in local collections, prioritizing methods of close looking and formal analysis. At the same time, the questions and methods of our inquiry will be fundamentally interdisciplinary. Readings will emphasize primary sources and recent scholarship. A separate discussion section will be offered for MA students.

Requirements/Evaluation: midterm exam; final exam; visual analysis paper (3 pages); final paper (10 pages)

Prerequisites: none

Enrollment Limit: 50

ARTh 553 (F) New Ecologies in Contemporary Art

This seminar will consider a range of current artistic approaches to environmental questions, especially through the relational, systemic terms implied by ecology. As scholars have argued, where "nature" connotes that which is monolithic, ahistorical, and apart from humans, ecology reveals a situated and specific web of relationships, interdependencies, and power in which we are all implicated. Our seminar will pay particular attention to intersectional practices that acknowledge the ways extraction, exploitation, and dispossession have produced the environmental crises of the present, which also affect the most vulnerable and least responsible--both human and nonhuman--with greatest force. In addition to studying the work of emerging and established artists, we will read texts by the academics and activists with whom they are in dialogue, and welcome some of them as guests to our class. This seminar anticipates a group show on the subject at the Clark in summer 2023.

Requirements/Evaluation: seminar presentations; research paper (approximately 20pp)
ARTh 559 (F) Photographing City Life: Diane Arbus/James Van Der Zee

Diane Arbus and James Vander Zee in Manhattan. In this seminar we will discuss two photographers of city life: Diane Arbus (1923--1971) and James Van Der Zee (1886--1983). So doing, we will also observe how life in New York changed during their years of great productivity. In the first part of the course, "Diane Arbus in Manhattan," we will talk about Arbus' relationship to New York--the city of her birth. For most of her career, Arbus worked in Manhattan; indeed, one could think of the city as another character in her work. Arbus' relationship to myth--to storytelling--was profound. A great reader throughout her life, she was drawn to those writers who saw cities as very individualized places. In addition to looking at Arbus' photographs of life in Manhattan in the nineteen fifties, sixties, and in 1970, we will read her published letters, and those authors who inspired her with their artistry, and fascination with myth, including Borges, and Kafka. In the second part of the course, "James Van Der Zee and the Black Village," we will discuss the great Black photographer whose archives were just purchased by the Metropolitan Museum of Art (where Arbus' archives are as well). Born in Lenox, Massachusetts, Van Der Zee settled in Harlem in 1916; there, he opened a photography studio where he became known for his portraits of Black life as it was lived uptown. Admired by Arbus and others, Van Der Zee's interest in and commitment to his community extended to all aspects of Harlem life, including death. To support our discussions of Van Der Zee's Black village, we will read modernist classics, including Jean Toomer's "Cane," and Toni Morrison's "Jazz" that deal specifically with village life. Please note that seminar meetings will be held biweekly on 9/8, 9/29, 10/13, 10/20, 11/3, 11/17. The seminar will include several mandatory viewing excursions outside Williamstown. The dates of these excursions are TBD, but will be restricted to Fridays or weekends. Professor Als will hold office hours following the seminar at hours TBD. Application may apply.

Requirements/Evaluation: Class participation, graded writing assignments

ARTh 560 (S) Repairing a Broken World: Intro to North African Contemporary Art

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery,
housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

### Class Format
Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

### Requirements/Evaluation
**For undergrads:** Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation.
**For grad students:** Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

### Prerequisites
For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

### Enrollment Limit
18/sec

### Enrollment Preferences
If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

### Expected Class Size
15/sec

### Grading
yes pass/fail option, yes fifth course option

### Distributions
(D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

- ARTH 460 (D1)
- COMP 361 (D1)
- ARAB 360 (D1)
- RLFR 360 (D1)
- ARTH 560 (D1)

### Difference, Power, and Equity Notes
This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

---

**ARH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts** (DPE)

#### Cross-listings
- ARTH 561
- HIST 454

#### Primary Cross-listing

### Class Format
The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

### Requirements/Evaluation
Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

### Prerequisites
For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

### Enrollment Limit
16

### Enrollment Preferences
Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

### Expected Class Size
16
Grading:  no pass/fail option,   yes fifth course option

Distributions:  (D1)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 561 (D1)  HIST 454 (D2)

Difference, Power, and Equity Notes:  The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

Attributes:  HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01    T 10:00 am - 12:50 pm     Christine  DeLucia

ARTH 562  (F)  Art of California: Pacific Standard Time  (DPE) (WS)

Cross-listings:  AMST 462  ARTH 462  ARTH 562  LATS 462

Secondary Cross-listing

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

Requirements/Evaluation:  Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.

Prerequisites:  ARTH 102 - Grad Art exempt  from ARTH 102 prerequisite

Enrollment Limit: 12

Enrollment Preferences:  senior Art major and senior Latina/o Studies concentrators

Expected Class Size: 12

Grading:  no pass/fail option,   no fifth course option

Distributions:  (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 462 (D2) ARTH 462 (D1) ARTH 562 (D1) LATS 462 (D1)

Writing Skills Notes:  There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes:  Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

Attributes:  AMST Arts in Context Electives  AMST Space and Place Electives  ARTH post-1800 Courses  LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

ARTH 563  (F)(S)  Contemporary Curatorial Workshop

Bi-weekly seminar for graduate art history students to engage in discourse around contemporary curatorial practice with professionals in the field. Guest curators discuss their work and methodology and students who are working on contemporary curatorial projects have the opportunity to
workshop their ideas with their peers and guests. Under the direction of the chair, students will present projects, host local and visiting curators, travel to visit exhibitions regionally and in NY or Boston as the schedule allows, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: workshop, meets all year

Requirements/Evaluation: no requirements except participation and attendance

Prerequisites: graduate art students

Enrollment Limit: 25

Enrollment Preferences: only open to graduate students

Expected Class Size: 25

Grading: pass/fail option only

Distributions: (D1)

Attributes: ARTH post-1800 Courses

---

ARTH 569 (F) Gérôme

This course explores work and career of Jean-Léon Gérôme (1824-1904), perhaps the most renowned, popular, and influential artist of the later nineteenth century. With commercial and artistic relationships that spread his influence across the globe, Gérôme has come to seem very much like a highly successful contemporary artist, specifically with regard to his place in an international art world that married elite institutional practices to new technologies of reproduction, marketing techniques, and other instruments of modern mass culture. Gérôme's fame was short lived, however. In the wake of the Modernist revolution on the one hand, and Post-Colonial critique on the other, no discussion of the artist can avoid wrestling with complaints that have left him thoroughly diminished—though less forgotten than scorned. Not only did his art, as it seemed, help perpetrate a gigantic aesthetic error, it blundered onto ethically compromising terrain. Today Gérôme stands as Exhibit A in wide-ranging critique of Orientalism's ideological work. The course will interrogate the Modernist and Post-Colonial complaints against Gérôme in detail, even as it also explores his art from a range of other perspectives, many developed very recently. Topics include Gérôme's relationship to photography, to Orientalism and animal studies, to the cinema, to polychrome sculpture, his approach to historical narrative, and well as his voyeurism and other other manipulations of viewer experience so critical to his art. The seminar will engage the Clark's important collection of Gérôme paintings, and also travel to the Walters Art Gallery in Baltimore, conditions permitting. Students may prepare papers on any aspect of global late-nineteenth-century "academic" or "official" art that was informed by Gérôme's example.

Requirements/Evaluation: class participation, presentations in seminar, research paper (approximately 20 pp)

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: MA students, then art history majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

---

ARTH 570 (S) Image-making, Orientalism and Visual Culture

Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles--witness, surrogate, instigator, supplicant--and travel freely across political, religious and cultural boundaries. They are also subject to reproduction, alteration and destruction as disparate visual cultures interact and globalizing processes ensue. This course will focus on various regions--e.g. United States, France, Turkey, and the Perso-Islamic sphere--and the images that factor in the intervening spaces, from 1800 to the present. We will begin with the theme of self-fashioning and the peculiar nature of portraiture. Thereafter, the entanglement of religious beliefs and visual traditions will broaden our inquiry,
leading us to contested dynamics like iconoclasm and aniconism, and reductionist types like veiled women and pious men. Along the way, proliferating and palimpsestic forms of Orientalism will oblige us to consider the very concept of global visual culture. Students will submit weekly GLOW posts to foster class discussion and undertake a major research project over the course of the semester.

**Requirements/Evaluation:** Class participation, weekly oral presentations, 15-20 page term research project.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Graduate students

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

**ARTH 576 (F) Paper, Process, Practice**

Works on paper, particularly multiples, confound many of the received ideas around artistic invention and originality. This course will address the varied functions of printmaking in Europe over four centuries (1500-1900), giving special attention to the following questions: What is the relationship between prints and other artistic media? How do the material constraints involved in printmaking lead to a particular set of practices, and how in turn do those marry with technological advances to produce new aesthetic possibilities? To what extent did Old Masters such as Dürer and Rembrandt define the terms for later printmakers, and how did their example enable and/or discourage innovation in printed subject matter and style? What was the role of prints in creating both new forums for public discourse and new collecting publics? Arranged thematically rather than chronologically, this course will cover a wide array of printmakers and types of printed media.

**Requirements/Evaluation:** class participation, class presentation, research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art history MA students, then advanced undergraduates

**Expected Class Size:** 16

**Grading:** pass/fail option only

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

**ARTH 578 (F) The Idea and Materiality of Medieval and Early Modern European Books**

How did medieval and Renaissance "books" work, when the codex was only one form of the book, which continually evolved, and when they weren't only used for reading? This course will explore the book as object and the book as concept. Drawing on the collection of manuscripts, incunables, and later printed books at WCMA, Chapin, and surrounding university museums, the course will consider how the forms and materiality of books could have affected readers' reception and perceptions, and in turn, how religious, cultural, political, and economical forces shape their format, decoration, and paratext. While it will primarily deal with Western books, we will also consider early ones from around the world. Students will have the opportunity to engage with Embodied Words: Reading in Medieval Christian Culture, contribute to the exhibition's StoryMaps on medieval reading, and develop some codicological skills. Coming to the study of the book from the theory of thingness and cognitive linguistics, we will study our changing uses and relationships with and to books as instruments of doctrine and devotion, power and identity.

**Requirements/Evaluation:** class presentation; research paper (20pp); other assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then advanced art history undergrad majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)
ARTH 580  (S) Picturing God in the Middle Ages

ARTH 5-- Spring 2022 Peter Low How did medieval Europeans imagine their God and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? Paying particular attention as well to the materiality, experience, and manifold audiences of medieval works of art, this seminar will examine the evolution of images of God, in both the Eastern and Western halves of Europe, and the problems these images often generated. Through readings and class discussion, the course will investigate, among other specific topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the tensions manifest in or evoked by this art, including picture vs. text, symbolism vs. mimesis, and asceticism vs. splendor; the impact of the Roman cult of the emperor and of images of the pagan deities on the earliest portraits of Christ; the cult of the icon, concerns over idolatry, and the destruction of images; ideas about the relationship between spiritual and physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to the Eucharist and other aspects of Christian ritual; the role of the senses beyond vision in engaging with sacred art especially in the later Middle Ages; and the pictorial exploration of both the torture and sexuality of Christ. Students will also pursue an individual research project, in which they will examine in greater depth a specific depiction of God of their choosing, from any place and any time, in light of what we have considered together in the seminar.

Requirements/Evaluation: Evaluation will be based on class participation, oral presentations, and a final research paper (15-25 pages).
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: MA students, then senior art history majors
Expected Class Size: 12
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

Not offered current academic year

ARTH 581  Creative Life: The Visual Economy of Work

This course is a seminar on life and work focusing on methodologies of production--art, creative writing, history, theory, and criticism. With an initial focus on the pivotal period from the invention of photography until the onset of World War II, the course will examine the economy of work within modern visual culture. What were the considerations at stake in capturing the "facts" of industrial production? We will examine historical definitions of work, and practices and activities from life that have typically qualified or have the potential to qualify as work (in addition to critiques of these equivalencies). The latter half of the course will be driven by considerations of these themes in relation to student and workers movements of 1968, and contemporary forms of globalization and pluralist subjectivities. One related concern will be the consideration of intersubjective relations--professional and personal partnerships, friendships, and networks--which not only influence the trajectory of one's life, but also the research one chooses to undertake. With the awareness that a range of drives and investments inhabit one's production, participants will be asked to reflect upon their own working practices as a means of critically engaging the affective relations governing artistic and intellectual labor. There will be an emphasis on cross-disciplinary ideas and influences--ranging from art history, film and media studies, the history of science, literature, and political history as a means of integrating theoretical approaches with a range of materials, including photography, cinema, illustrated magazines, advertisements, archives, world exhibitions, and product showrooms.

Requirements/Evaluation: Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: MA students, then art history majors
Expected Class Size: 12
Grading:
Distributions: (D1)

Not offered current academic year
ARTH 582  (F)  On Race, Art, and Property

In her seminal article "Whiteness as Property," critical race theorist and professor Cheryl Harris contends that the legal system in the United States "has come to embody and legitimize benefits that accrue to citizens who are white." The legacy of our legal system, which has dehumanized people by rendering them as property and legalized the theft of land by colonizers from Native Americans, is not confined to the past, but has shaped our world and thrives within our present moment. How has this legacy and Harris’ theory been explored in contemporary art? How might it allow us to revisit artworks and practices by canonical artists from alternative perspectives? This course aims to study aspects of this complicated history through a broad range of texts from legal and literary theory to art history to Black and Native American studies to more immediately authored texts published on social media platforms. Students are encouraged to think dexterously as we study works by Gordon Matta-Clark, Michael Heizer, Sondra Perry, Cameron Rowland, and Cauleen Smith—among others.

Requirements/Evaluation: presentations, writing assignments

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: If over-enrolled, by application

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTH 583  (F)  Graphic Content: Typography and the Book between Art and Design

This seminar considers the entangled histories of fine art and graphic design by focusing on creative practices surrounding the letterform and the book form from 1900 to the present. We will study historical avant-garde movements active in publishing and making-public; the development of the graphic design discipline, in print and on screen; and logocentric artistic tendencies from concrete poetry and pop art to conceptualism and artists' books. We will also consider diverse literary practices, graphic visualization, and political agitation. The seminar will make use of the Clark library's outstanding collection of artists' books and the holdings of the Chapin library at Williams. We will welcome several guests, including art historians, artist-designers, designer-artists, editors, publishers, and bookmakers.

Requirements/Evaluation: class participation, class presentation, research paper/project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History MA students, then advanced undergraduates. Course will be by application if overenrolled.

Expected Class Size: 10

Grading: pass/fail option only

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Not offered current academic year

ARTH 586  (F)  Japanese Popular Visual Culture

Cross-listings: COMP 186  ARTH 586  ASIA 186  ARTH 286

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (ukiyo-e, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the Repro Japan exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

Class Format: discussion

Requirements/Evaluation: attendance, participation, two 5-page papers, final exam
**ARTH 588 (S) The Scene of Decapitation in European Art (1600-1900)**

From Goliath to Medusa, from Judith to Salome, from the invention of the guillotine to the mythology of the executioner under "Oriental despotism," the "scene" of decapitation has long stood as a central focus of European art, visual culture, and letters. This course examines that scene as an artistic, psychological, and intellectual problematic across painting, sculpture, and other media, with particular although not exclusive attention to the nineteenth-century. Although part and parcel of the larger spectacle of juridical punishment, the scene of decapitation arguably constitutes its own series, and for this reason has attracted numerous artists and a prestigious, multi-disciplinary literature. Artists include (but limited to) Caravaggio, Artemisia Gentileschi, Théodore Géricault, Gustave Moreau, and Henri Regnault. Readings by Freud, Kristeva, Bersani, and many others, including a large body of art historical literature. Weekly readings, discussion, oral presentation, and research paper on a relevant topic from 1600 to 1900.

**Requirements/Evaluation:** class presentation; research paper (approx 20pp)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then advanced art history major undergrads

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

SEM Section: 01  R 1:00 pm - 3:50 pm  Marc Gotlieb

**ARTH 589 (S) Imitation, Copy, Reproduction**

Focusing primarily on European and American art before 1900, this course addresses the related categories of imitation, copy, and reproduction with particular attention to prints and other works of art on paper. We will consider the status of the multiple, the role of imitation in classical art theory and pedagogy, the motivations for (and protections against) different kinds of copying, the emergence of photomechanical processes, and the centrality of reproducible images to the art-historical enterprise, among other topics. The basis of our investigations will be works from the Clark's own collection, to be studied with a close eye to their medium and materiality. We will explore concepts of originality, fidelity, authenticity, and value in the light of critical and theoretical texts, while also examining the historical conditions that underlie distinct instances of image reproduction. This course will take place in the Manton Study Center for Works on Paper. Each session will offer direct engagement with works in the Clark's permanent collection. The course will also benefit from the exhibition *Promenades on Paper: French Eighteenth-Century Drawings from the Bibliothèque nationale de France*, which will be on view from December 17, 2022 through March 12, 2023 in the Clark Center.

**Requirements/Evaluation:** seminar presentation; research paper (approx 20pp)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then advanced art history major undergrads

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option
ARTH 590 (S) Guillaume Lethière (1760-1832) and Caribbean Networks in France during the 18th and 19th centuries

Born in the colony of Guadeloupe to a French father and a formerly enslaved woman, Guillaume Lethière (1760-1832) would become a key figure in the Neoclassical movement, a well-respected pedagogue with a sizeable workshop populated by notable students, an ambitious collector, director of the Académie de France in Rome from 1807 to 1816, a favorite artist of Lucien Bonaparte, and a member of the Institut de France. Despite his many accomplishments and sizeable corpus of paintings and drawings, Lethière has notably disappeared from the "canon" of art history. Such a lacunae begs many questions about the circles of sociability in which he traveled, the reception of Caribbean artists in France in the eighteenth and early nineteenth centuries, and the lack of widespread knowledge on these topics today. This seminar will be timed with the planning of a major monographic exhibition to take place at the Clark Art Institute in the summer of 2024, and students will work alongside the curators on various aspects of the exhibition's organization. The course will also provide an opportunity for close examination of objects in the Clark's permanent collection, including Lethière masterpiece Brutus condemning his sons to death (1788), as well an album of approximately one hundred drawings by the artist.

Requirements/Evaluation: class participation, presentations, research paper (approximately 20 pages)

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: MA students, then art history major undergrads

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH pre-1800 Courses

Not offered current academic year

ARTH 591 (F) Borders/Walls: Liminality and Politics in Documentary Cinema

Despite increased potentialities for mobility and exchange, borders and walls persist within contemporary culture. This research-based seminar examines where the foreclosure of these potentialities appears within global documentary cinema. It does so with the knowledge that walls have also played a significant role in cinema's ongoing reinvention. Auguste and Louis Lumière's first film featured not only the routine departure of the factory's workers at the end of the working day, but also the built structure of the factory wall separating spheres of labor and leisure. Examining the intersection of concrete reality with the moving image, this seminar considers the implications of these spaces of liminality for the possibilities or limitations of the cinematic medium. It considers the way these mental, physical, and geopolitical constructs emerge both theoretically and materially as spaces that are tangibly felt, negotiated, and experienced. Given that site-specific works, institutional and civic contexts, as well as museums, serve as spaces of liminality and knowledge production, attention in this course will also be directed towards the (im)materiality of cinematic practice with respect to projection and the screen.

Requirements/Evaluation: Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Graduate students, senior-level majors in art history

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: ARTH post-1800 Courses

Fall 2022
ARTh 592 (F) Chance and Design: Ideas and Iconographies of Causality in Europe before 1900

The idea of the work of art has a long history in Western philosophy and religious thought as the model for the idea of intentionality at the broadest scale; the relation of the artist to their artifact mirrored, in microcosm, the relation of an "intelligent designer" to a designed universe. The collapse of such models for thinking about both art and the natural and social world are characterized, typically, as intrinsic to the epoch of modernity. Within art history of the past half century, a significant amount of attention has been devoted to theorizing how many now-canonical artists (eg. the proto-conceptual artist Marcel Duchamp, the composer John Cage and choreographer Merce Cunningham) harnessed chance procedures with the aid of vacating their agency from the process of creation and with the "purpose to remove purposes." This course attempts to look before and beyond these well-trodden histories. Probing the visual dimension inherent in the concept of design and its absence (a visuality epitomized by blindfolded allegorical figure of Fortuna), we will seek to trace a more capacious genealogy for the efflorescence of chance, accident, and randomness as aestheticized objects of fascination in the twentieth century. We will trace the prehistory of these concepts in relation to both the abstraction of numbers and the concretteness of organisms, situating ideas of chance in relation to both the rise of a globalization and racial capitalism grounded in risk, financial speculation, and probability, as well as the eventual emergence in the nineteenth century, of an evolutionary theory capable of producing statements such as, "what a chance it has been... that has made a man," and recognizing "blind chance" as the originary driver of change in the organic world. The class will include presentations by invited guest scholars and focus on a number of case studies spanning the early modern period through the late nineteenth century, including topics such as: the concept of disegno and art as a model of intentionality, the iconography of fortune, gambling, and accidents, the association of chance and seafaring, the iconography of falling and gravity, the incorporation of chance into the material processes of image-making (for instance, in the invention of photography), and the visual culture and visual metaphors of Darwin’s evolution. In association with our historical inquiries, the course will also meditate methodologically upon models of causality in art-historical explanation, as well on broader questions of how chance and ideas of chance and causality mediated modern Europe’s relation to other parts of the world.

Requirements/Evaluation: class presentation, research paper of approximately 20 pages

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: grad students, then art history major undergrads

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Not offered current academic year

ARTh 593 (S) Sound/Image: Theories and Practices in Art History

This seminar serves as an introduction and deep dive into issues of sound in the visual arts. While we will examine modern and contemporary examples of sound art and multimedia work, this course considers sound, the aural imagination, and practices of listening much more expansively to probe the theoretical, conceptual, as well as technological, aesthetic, and reception issues surrounding sound in visual art. Course readings will combine art historical accounts with texts from philosophy and sound studies. We will read Michael Gaudio on representations of "the New World" in colonial America, consider recent attention paid to sound and the infiltration of sound recording media in nineteenth- and early-twentieth century America (by Rachel DeLue, Leo Mazow, and Asma Naem), delve into the politics and poetics of European avant-garde performance, the cross-pollination of musical and artistic experimentation in 1960s New York and elsewhere (John Cage and Pauline Oliveros in connection with the worlds of dance, performance, and Black Mountain College), and consider more contemporary practices, particularly by artists working in Asia, Brazil, and artists engaging in Deaf studies and critiques of ableist hearing ideologies (such as Christine Sun Kim). We will also draw heavily on writings on sound, sensation, art (and film) by twentieth-century continental philosophy (Roland Barthes, Jean-Luc Nancy, Gilles Deleuze) as well as recent work by contemporary theorists probing the intersections of the sonic with race, gender, and politics (among them Salomé Voegelin and Robin James), as well as other topics from sound studies such as the mediation of technology, social and historical frameworks (such as Alain Corbin’s study of the culture of the senses in the 19th-century French countryside), and the "ontological" turn and focus on materiality (Christoph Cox, Steve Goodman).

Requirements/Evaluation: Students will each be responsible for introducing key themes or questions from the readings in one class session. They will also complete a short paper focused on experimenting with sound/image ekphrasis (how do we write histories of sound?). The final project will be a research paper (approximately 20 pages), on which they will give a presentation in class near the end of term while the project is in its development stage.

Prerequisites: none
Enrollment Limit: 16
Enrollment Preferences: MA students, then art history major undergrads
Expected Class Size: 16
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Not offered current academic year

ARTH 594  (S)  Traveling Seminar: Slavery and the Dutch Golden Age
This course takes as its starting point the exhibition at the Rijksmuseum opening in September 2019: Slavery, an exhibition. With this installation, the curators of the Rijksmuseum seek to correct dominant narratives of seventeenth and eighteenth-century Dutch history, which have absented the role of slavery in determining the economic, social, and visual history of the Netherlands. With a Travel Grant awarded by the College Art Association, the students in this seminar will travel to the Netherlands to visit this exhibition and other relevant cultural institutions in order to examine the possibilities and limits for 'decolonizing' the museum. This course will study how slavery is imbricated within the mythic construction of a 'Dutch Golden Age' while also examining what happens when the history of enslaved peoples becomes translated into the space of a museum and exhibition. We will consider a revisionist history of Dutch artistic production, accounting for slavery in determining the Dutch economy and visual production while also asking what happens when slavery becomes narrated in the space of one of the nation's history museums. We will read contemporary black feminist theory such as Sylvia Wynter, Saidiya Hartman, Hortense Spillers, and Christina Sharpe as a means to struggle with how the space of the exhibition chooses to activate and write those missing histories, and we will examine if it is even possible to responsibly tell the story of slavery over two centuries when the majority of the subjects have been completely defaced, removed, and excised from the historical record, and their voices are often the ones still absent. In the words of Saidiya Hartman, we will ask: "Is it possible to construct a story from the 'locus of impossible speech' or resurrect lives from the ruins?"
Requirements/Evaluation: participation in class travel, class participation and presentation, research paper
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: MA art history students, by application if overenrolled
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
Attributes: ARTH pre-1800 Courses
Not offered current academic year

ARTH 595  (F)  Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.
Requirements/Evaluation: per discretion of instructor
Prerequisites: permission from GradArt Director
Enrollment Limit: none
Enrollment Preferences: none
Expected Class Size: none
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

Fall 2022
IND Section: 01    TBA    Kerry A. Christensen

ARTH 596  (S)  Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.
**ARTh 597 (F) Undergraduate Lecture Course Taken for Graduate Credit**
Undergraduate Lecture Course Taken for Graduate Credit
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

**ARTh 598 (S) Undergraduate Lecture Course Taken for Graduate Credit**
Undergraduate Lecture Course Taken for Graduate Credit
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
Not offered current academic year

Winter Study

**ARTh 15 (W) Architecture of Williams College**
The goal of this course is to research a newly discovered cache of historical architectural drawings of the Williams College campus. These drawings, part of the collection of the Chapin Library, will be the basis for an exhibition. Each student will select a plan or group of plans for study, write a 10-page research paper on it, and then condense that paper into an object label for the exhibition. There will be two 3-hour meetings per week which will include lectures on the history of the Williams College campus, instruction on how to catalogue architectural drawings, and brief student presentations on the course of their research. Collaboration and teamwork will be stressed. The textbook for the class is E. J. Johnson & Michael J Lewis, Williams College: the Campus Guide (Princeton Architectural Press, 2018).

**Requirements/Evaluation:** Short paper and final project or presentation
**Prerequisites:** None
**Enrollment Limit:** 12
**Enrollment Preferences:** Preference given to students who taken courses in the art department or with previously demonstrated experience in architecture.
**Expected Class Size:** NA
**Grading:** pass/fail only
**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01 TBA Michael J. Lewis

**ARTh 17 (W) Inventing Joan of Arc: The History of a Hero(ine) in Pictures and Film**
Joan of Arc (known during her own lifetime most commonly as Jeanne “la Pucelle,” or Joan “the Maid”) was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God’s grace? Victim of post-traumatic stress disorder? Exemplary transgender warrior? Over the centuries since her death, artists -- and not just politicians and scholars -- have attempted to answer this question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to
Requirements/Evaluation: 10-page project or comparable creative project
Prerequisites: None
Enrollment Limit: 15
Enrollment Preferences: None
Expected Class Size: NA
Grading: pass/fail only
Materials/Lab Fee: $10 and cost of books
Attributes: EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01    TBA     Peter D. Low

ARTH 31  (W)  Senior Thesis: Art History
To be taken by students registered for ArtH 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.
Class Format: independent study
Requirements/Evaluation: Independent research and writing, attendance at sessions at Sawyer Library, Clark Institute Library, and Williams Writing Center
Prerequisites: Submission of thesis application, according to guidelines in course catalogue, and departmental acceptance into ARTH 494
Enrollment Limit: 8
Enrollment Preferences: Students need permission of the department to register for this course
Expected Class Size: 8
Grading: pass/fail only

Winter 2023
HON Section: 01    TBA     Michelle M. Apotsos

ARTH 33  (W)  Honors Independent Study: Art History
To be taken by candidates for honors by the independent study route.
Class Format: independent study
Grading: pass/fail only

Winter 2023
IND Section: 01    TBA     Michelle M. Apotsos

ARTH 99  (W)  Independent Study: Art History
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: Independent study
Grading: pass/fail only

Winter 2023