



SYLLABUS

ARH 399 Art and Architecture of London

Instructor: Maile S. Hutterer

Language of Instruction: English

UO Credits: 2.0

Contact Hours: 20

Total Hours of Student Engagement (THSE) in all course activities: 60

LONDON, ENGLAND

COURSE DESCRIPTION

This course looks at the history of art and architecture in London—both at the city as a site of art production and at the contemporary city as a site of art exhibition. London is dense with layers of history. It is both a museum city with a rich artistic heritage as well as a monumental architectural experiment where the ancient and modern co-exist. In this two-credit class students will explore the art historical landscape of the city, covering topics from urban history to museum design and exhibition.

COURSE OBJECTIVES

The course will highlight the preservation, display, and perception of art and architecture as lived experiences. Students will consider the lives of buildings, the economics of art collection, and the museum exhibition as a constructed experience. At its heart, this class asks students to think critically about how art and architecture shapes and is shaped by cultural values.

Student Outcomes. Upon successful completion of this course, you:

- Will understand the basic urban developments of the city of London from antiquity through the Early Modern period
- Learn about various historical, theoretical, and practical aspects of art/design curation
- Visit multiple art/design installations and exhibitions
- Write analytically about specific art/design objects and installations
- Hone skills in visual analysis, critical thinking, and analytical writing

INSTRUCTIONAL METHODOLOGY

This course includes a three-week on-site component in London combined with pre- and post-trip work. For this class, contact hours come primarily from daily site-visits

to museums, galleries, and architectural monuments. These visits, along with tours and guest lectures, will provide access some of London's most prominent museums of architectural monuments. Students will record their observations about London's develop and museum exhibitions through regular journals. Students will also explore London-based exhibitions independently, and select an exhibition to analyze through a written review. This review comprises the course's culminating project.

METHOD OF EVALUATION (GRADING)

Reading responses (pre-trip)

Journals (on site)

Exhibition proposal (pre-trip/on-site)

Exhibition review (on-site/post-trip)

Class participation/Attendance

COURSE OUTLINE

Before traveling to London students should read

- Peter Ackroyd *London: the biography* (London: Chatto & Windus, 2009), ch. 1-21
- P. Findlen: 'The Museum: Its Classical Etymology and Renaissance Genealogy', *Journal of the History of Collections*, vol. 1 (1989), pp. 59-78
- C. Duncan and A. Wallach: "The Universal Survey Museum," *Art History*, vol. 3 (1980), pp. 448-69

For each reading, students should complete a 200-word reflection about the content of that reading (note that this type of reflection is distinct from an account of one's feelings about the text). Reflections should go beyond summary to highlight what parts of the reading were or weren't successful and why.

While in London the course will be divided into 2 thematic topics: urban development and museums.

PRELIMINARY SCHEDULE OF TOPICS, READINGS, AND SITE VISITS

Theme 1: The Urban History of London

This theme considers the history of London as a city, considering how the urban landscape developed. Site visits give access to surviving historical buildings and to museums focused on the history of the city itself. Students will be provided reflection questions for each of the site visits, which they should use for their journals.

Readings*: Schfield, 211-24; Colson 37-54

Site Visits*: Tower of London, Museum of London, London Mithraeum, Westminster Abbey, Mayflower pub; Clothfair

Theme 2: Museums and Exhibitions

The second theme of the course looks at the London's many museums to consider the history of collecting, museology, and exhibition strategies. We will draw consider museums as institutional mechanisms for the construction and dissemination of knowledge. As with theme 1, students will use reflection questions to produce journal entries. In conjunction with this theme, students will also propose an exhibition to

review, visit that exhibition independently, and then complete a formal review of that exhibition to be turned in after completion of travel.

Readings*: Alpers, 25-32; Duncan, 7-25; Carrier, n.p.

Site Visits: Sir John Soane Museum, National Gallery, British Museum, Sam Fogg Gallery, Victoria & Albert Museum, National Portrait Gallery, Wallace Collection

BIBLIOGRAPHY

Ackroyd, Peter. London: the biography. London: Chatto & Windus, 2009.

Alpers, Svetlana. "The Museum as a Way of Seeing." In *Exhibiting Cultures: the poetics and politics of museum display*. Edited by Ivan Karp and Steve Lavine. Washington, 1991.

Carrier, David. "Who Really Owns the Elgin Marbles." *Hyperallergic*. August 4, 2018.

Colson, Justin. "A Portrait of a Late Medieval London Pub: The Star Inn, Bridge Street." In *Medieval Londoners: Essays to Mark the Eightieth Birthday of Caroline M. Barron*, edited by New Elizabeth A. and Steer Christian, 37-54. London: University of London Press, 2019.

Duncan, Carol. "The Art Museum as Ritual." In *Civilizing Rituals: Inside Public Art Museums*. New York: Routledge, 2005.

Duncan, C. and Wallach, A. "The Universal Survey Museum." *Art History*, vol. 3 (1980): pp. 448-69.

Findlen, P. "The Museum: Its Classical Etymology and Renaissance Genealogy," *Journal of the History of Collections*, vol. 1 (1989): pp. 59-78.

Schofield, John. "The Capital Rediscovered: Archaeology in the City of London." *Urban History* 20, no. 2 (1993): 211-24.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a

common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Students with Disabilities

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.