Courses

TYLE 0805. Race, Identity and Experience in American Art. 3 Credit Hours.
This course charts past and present artistic mediations of racial and ethnic experiences in the United States. These include paintings of the New Frontier and 19th century folk art, ranging across the Harlem Renaissance and New Deal photography, from Chicano murals and the art activism of the Civil Rights Movement, to the contemporary American reception of Chinese art and the digital spaces occupied by activist groups on the Internet. In the struggle to understand the relation between self and other, artists have critically engaged with the images that define our common sense of belonging - images that saturate the public sphere via mass media, advertising, textbooks, museums, and shopping malls. This engagement ranges from a rejection of stereotypes to their appropriation, from the discovery of alternative histories to the rewriting of dominant narratives, from concepts of difference to theories of diversity. While taking a close look at individual artists and movements, this class locates them within their respective contexts. We will discuss socio-political discourses, including essentialism, structuralism, postmodernism, and post-colonialism, and we will question the validity of such concepts as nationalism and identity in an era of global politics that celebrates the hybrid self. The ultimate goal of the course is to find ways of adequately imagining and imaging an American identity today. Note: This course fulfills the Race & Diversity (GD) requirement for students under GenEd and Studies in Race (RS) for students under Core. Students cannot receive credit for this course if they have successfully completed TYLE 0905.

Course Attributes: GD
Repeatability: This course may not be repeated for additional credits.

TYLE 0905. Honors Race, Identity and Experience in American Art. 3 Credit Hours.
Please refer to the Honors Course Guide for a description of TYLE 0905 written by the professor who will be teaching it. The generic description is as follows: This course charts past and present artistic mediations of racial and ethnic experiences in the United States. These include paintings of the New Frontier and 19th century folk art, ranging across the Harlem Renaissance and New Deal photography, from Chicano murals and the art activism of the Civil Rights Movement, to the contemporary American reception of Chinese art and the digital spaces occupied by activist groups on the Internet. In the struggle to understand the relation between self and other, artists have critically engaged with the images that define our common sense of belonging - images that saturate the public sphere via mass media, advertising, textbooks, museums, and shopping malls. This engagement ranges from a rejection of stereotypes to their appropriation, from the discovery of alternative histories to the rewriting of dominant narratives, from concepts of difference to theories of diversity. While taking a close look at individual artists and movements, this class locates them within their respective contexts. We will discuss socio-political discourses, including essentialism, structuralism, postmodernism, and post-colonialism, and we will question the validity of such concepts as nationalism and identity in an era of global politics that celebrates the hybrid self. The ultimate goal of the course is to find ways of adequately imagining and imaging an American identity today. Note: This course fulfills the Race & Diversity (GD) requirement for students under GenEd and Studies in Race (RS) for students under Core. Students cannot receive credit for this course if they have successfully completed TYLE 0905.

Cohort Restrictions: Must be enrolled in one of the following Cohorts: SCHONORS, UHONORS, UHONORSTR
Course Attributes: GD, HO
Repeatability: This course may not be repeated for additional credits.

TYLE 1071. Visual Studies 1 Introduction to Visual Studies: History, Theory, Practice. 3 Credit Hours.
This course introduces students to the field of Visual Studies. Students will be oriented to the history and theory of analyzing visual communication from a variety of aesthetic, theoretical, scientific, sociological, and historical viewpoints. Students learn to think about representations of knowledge through visual imagery, and to consider medium, its impact on the image and message of a piece, and the work’s social and cultural context. This course will explore the fundamental issues of the image and the formation of visual culture, which are the forms of human production that function as manifest images. This includes ways in which various forms of visual culture such as fine art, popular culture, and mass media, function represent and influence audiences on individual, community, and global scales. The course will approach these concerns from the perspective of studio practices in art historical and post-modern contemporary perspective.

Field of Study Restrictions: Must be enrolled in one of the following Majors: Visual Studies
Degree Restrictions: Must be enrolled in one of the following Degrees: Bachelor of Arts
Repeatability: This course may not be repeated for additional credits.

TYLE 1111. Visualizing Urgency. 2 Credit Hours.
This two-credit course focuses on broadening awareness of urgent issues of social significance. Through group discussions, visiting speakers and interpreting art, students will learn the interplay between visual culture and political/economic/social issues on both a local and global level.
Repeatability: This course may not be repeated for additional credits.
TYLE 2468. Search and Destroy: Punk’s DIY Rebellion. 3 Credit Hours.
This course examines the far-reaching phenomena of punk music, fashion, and DIY culture that originated in the late 1970s, and its influential effects in later decades. Punk embodied an in-your-face class-consciousness mixed with the anti-aesthetics of negation and unbridled creativity. This class examines the formal manifestations of punk in music, fashion, graphics, and publishing, while attending to the ways that punk broke down the raced, classed and gendered barriers associated with traditional notions of beauty and form. Topics covered will include the shift away from 1960s idealism into 1970s nihilism; the performance of gender in Punk and New Wave, DIY publishing; the relationship of 1970s culture to class conflict and politics; the implications of unskilled production; critical theory of subcultures; and the influence of philosophy and theory on punk practice (Marquis de Sade, Marx, Nietzsche, Bataille, Brecht, Debord, and others).
Repeatability: This course may not be repeated for additional credits.

TYLE 3349. Tyler School Japan Art, Media and Design Workshop. 6 Credit Hours.
A workshop designed to provide art students with study-abroad experience in Japan. Individual sections offered by departments or areas of the Tyler School introduce different specific topics, so that students may choose the area in which they wish to work. A Tyler faculty member will teach the studio. In addition to the studio component, there will be art history related lectures on topics in Japanese art, guest lectures and workshops by contemporary Japanese artists, field trips, and a multimedia interdisciplinary lab for all students. The goal of the workshop is to give art students a firm grounding in the social, cultural, historical, and practical facets of art in Japan.
Repeatability: This course may not be repeated for additional credits.

TYLE 3385. Field Internship. 3 Credit Hours.
A field internship must provide practical experience in a setting which is relevant to the student's course of study, such as in a gallery, museum or community art center, etc. A comprehensive paper must be written.
Repeatability: This course may be repeated for additional credit.

TYLE 3585. Diamond Peer Teachers - Internship I. 1 Credit Hour.
The Diamond Peer Teachers Program provides students with a mentored university-level teaching experience in their major. Course requirements include participation in the three-day pre-semester Teaching Institute and regular participation in the Peer Teachers support group throughout the semester. Peer Teachers provide supplemental instruction in first- and second-year courses, promote student engagement, and model successful study habits and academic preparedness for students with whom they work. For Diamond Peer Teachers only.
Repeatability: This course may be repeated for additional credit.

TYLE 3586. Diamond Peer Teachers - Internship II. 1 Credit Hour.
The Diamond Peer Teachers Program provides students with a mentored university-level teaching experience in their major. Course requirements include participation in the three-day pre-semester Teaching Institute and regular participation in the Peer Teachers support group throughout the semester. Peer Teachers provide supplemental instruction in first- and second-year courses, promote student engagement, and model successful study habits and academic preparedness for students with whom they work. For Diamond Peer Teachers only.
Repeatability: This course may be repeated for additional credit.