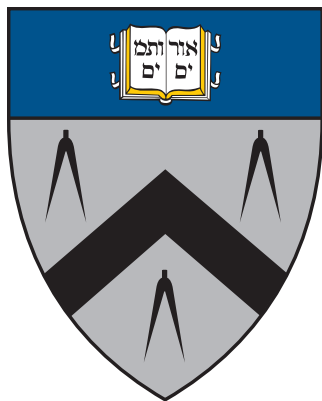


School of Architecture

2008–2009



BULLETIN OF YALE UNIVERSITY

Series 104 Number 12 August 25, 2008

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The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

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Open House

All interested applicants are invited to attend the School's Open House: Thursday, November 6, 2008.

Inquiries


Requests for additional information may be directed to the Registrar, Yale School of Architecture, PO Box 208242, 180 York Street, New Haven CT 06520-8242; telephone, 203.432.2296; fax, 203.432.6576.

Web site

www.architecture.yale.edu

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School of Architecture

2008–2009

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Calendar

FALL 2008

July 14	M	Incoming First-Year M.Arch. I Summer Preparatory Session begins, 9 a.m.
Aug. 18	M	Shop Orientation for incoming students begins, 9 a.m.
Aug. 22	F	Summer Prep and Shop Orientation ends, 5 p.m.
Aug. 28	TH	Registration for all students, 8:30 a.m.–5 p.m. Second-Year M.Arch. I Studio Lottery, 9:30 a.m. Advanced Studio Lottery, 11 a.m. <i>Fall-term studio classes begin, 2:30 p.m.</i>
Aug. 29	F	<i>Fall-term non-studio classes begin, 8:30 a.m.</i> (Friday classes do not meet this day; Monday classes meet instead)
Sept. 1	M	No classes. Labor Day (Regular classes for this day meet on Friday, August 29)
Oct. 13–17	M–F	Midterm week
Nov. 6	TH	Open House for prospective applicants
Nov. 21	F	Fall recess begins, 5:20 p.m.
Dec. 1	M	Classes resume, 8:30 a.m.
Dec. 5	F	<i>Fall-term classes end, 5:20 p.m.</i>
Dec. 8–12	M–F	Design jury week
Dec. 15–19	M–F	Course examination week
Dec. 19	F	Winter recess begins, 5:20 p.m.

SPRING 2009

Jan. 5	M	Closing date for applications for admission in 2009 (all programs)
Jan. 8	TH	Registration for all students, 8:30 a.m.–5 p.m. Second-Year M.Arch. I Studio Lottery, 9:30 a.m. Advanced Studio Lottery, 11 a.m. <i>Spring-term studio classes begin, 2:30 p.m.</i>
Jan. 9	F	<i>Spring-term non-studio classes begin, 8:30 a.m.</i> (Friday classes do not meet this day; Monday classes meet instead)
Jan. 19	M	No classes. Martin Luther King, Jr. Day (Regular classes for this day met on Friday, January 9)
Mar. 2–6	M–F	Midterm week
Mar. 6	M	Spring recess begins, 5:20 p.m.
Mar. 23	M	Classes resume, 8:30 a.m.
Apr. 9	TH	Open House for accepted applicants
Apr. 24	F	<i>Spring-term classes (except 506b) end, 5:20 p.m.</i>
Apr. 27–May 1	M–F	Design jury week

Apr. 27–June 26	M–F	Fieldwork, First-Year Building Project
May 4–8	M–F	Course examination week
May 11	M	851b classes begin, 9:30 a.m.
May 25	M	University Commencement
June 26	F	<i>M.Arch. I, first-year spring-term 506b and 851b classes end, 5:20 p.m.</i>

The President and Fellows of Yale University

President

Richard Charles Levin, B.A., B.Litt., Ph.D.

Fellows

Her Excellency the Governor of Connecticut, *ex officio*

His Honor the Lieutenant Governor of Connecticut, *ex officio*

George Leonard Baker, Jr., B.A., M.B.A., Palo Alto, California

Edward Perry Bass, B.S., Fort Worth, Texas

Roland Whitney Betts, B.A., J.D., New York, New York

Jeffrey Lawrence Bewkes, B.A., M.B.A., New York, New York

Peter Brendan Dervan, B.S., Ph.D., San Marino, California (*June 2014*)

Donna Lee Dubinsky, B.A., M.B.A., Portola Valley, California

Mimi Gardner Gates, B.A., M.A., Ph.D., Seattle, Washington (*June 2013*)

Paul Lewis Joskow, B.A., Ph.D., Locust Valley, New York

Jeffrey Powell Koplan, B.A., M.D., M.P.H., Atlanta, Georgia (*June 2009*)

Margaret Hilary Marshall, B.A., M.Ed., J.D., Cambridge, Massachusetts (*June 2010*)

William Irwin Miller, B.A., M.B.A., Columbus, Indiana (*June 2011*)

Indra Nooyi, B.S., M.B.A., M.P.P.M., Greenwich, Connecticut

Barrington Daniels Parker, B.A., LL.B., Stamford, Connecticut

Douglas Alexander Warner III, B.A., New York, New York

Margaret Garrard Warner, B.A., Washington, D.C. (*June 2012*)

Fareed Zakaria, B.A., Ph.D., New York, New York

The Officers of Yale University

President

Richard Charles Levin, B.A., B.Litt., Ph.D.

Provost

Andrew David Hamilton, B.Sc., Ph.D., F.R.S.

Vice President and Secretary

Linda Koch Lorimer, B.A., J.D.

Vice President and General Counsel

Dorothy Kathryn Robinson, B.A., J.D.

Vice President for New Haven and State Affairs and Campus Development

Bruce Donald Alexander, B.A., J.D.

Vice President for Development

Ingeborg Theresia Reichenbach, Staatsexamen

Vice President for Finance and Administration

Shauna Ryan King, B.S., M.B.A.

School of Architecture Faculty and Administration

Executive Officers

Richard Charles Levin, B.A., B.Litt., Ph.D., President of the University
Andrew David Hamilton, B.Sc., Ph.D., F.R.S., Provost
Robert A.M. Stern, B.A., M.Arch., Dean
John D. Jacobson, B.A., M.Arch., Associate Dean
Keith A. Krumwiede, B.A., M.Arch., Assistant Dean
Bimal Mendis, B.A., M.Arch., Assistant Dean

Faculty Emeriti

Martin D. Gehner, B.Arch., M.Arch., Professor Emeritus of Architectural Engineering
Alexander Purves, B.A., M.Arch., Professor Emeritus of Architecture

Professors

D. Michelle Addington, B.S.M.E., B.A., M.Des.S., D.Des., Associate Professor
James W. Axley, B.S., M.Arch., M.S., Ph.D., Professor
Thomas H. Beeby, B.Arch., M.Arch., Professor (Adjunct)
Deborah Berke, B.F.A., B.Arch., M.U.P., Professor (Adjunct)
Kent C. Bloomer, B.F.A., M.F.A., Professor (Adjunct)
Turner Brooks, B.A., M.Arch., Professor (Adjunct)
Peggy Deamer, B.A., B.Arch., M.A., Ph.D., Professor
Keller Easterling, B.A., M.Arch., Associate Professor
Mark Foster Gage, B.Arch., M.Arch., Assistant Professor
Alexander D. Garvin, B.A., M.Arch., M.U.S., Professor (Adjunct)
Anne Gilbert, B.A., B.S.C.E., M.S.C.E., Assistant Professor (Adjunct)
Mario Gooden, B.S., M.Arch., Associate Professor (Adjunct)
Steven Harris, B.A., B.F.A., M.Arch., Professor (Adjunct)
Dolores Hayden, B.A., M.Arch., Professor and Professor of American Studies
John D. Jacobson, B.A., M.Arch., Associate Dean and Professor (Adjunct)
Fred H. Koetter, B.Arch., M.Arch., Professor (Adjunct)
Keith A. Krumwiede, B.A., M.Arch., Assistant Dean and Assistant Professor
Edward Mitchell, B.A., M.Arch., Assistant Professor (Adjunct)
Kyoung Sun Moon, B.S., M.S.C.E., M.Arch., Ph.D., Assistant Professor
Eeva-Liisa Pelkonen, M.Arch., M.E.D., Ph.D., Assistant Professor
Emmanuel Petit, Dipl.Arch.Eth., M.A., Ph.D., Assistant Professor
Alan J. Plattus, B.A., M.Arch., Professor
Hilary Sample, B.Arch., M.Arch., Assistant Professor
Joel Sanders, B.A., M.Arch., Associate Professor (Adjunct)
Robert A.M. Stern, B.A., M.Arch., Dean and J.M. Hoppin Professor of Architecture

Endowed Visiting Professorships and Fellowships

Fall 2008

Charles L. Atwood, Edward P. Bass Distinguished Visiting Architecture Fellow
Diana Balmori, William Henry Bishop Visiting Professor of Architectural Design
Peter Eisenman, Louis I. Kahn Visiting Professor of Architectural Design

Kurt W. Forster, Vincent Scully Visiting Professor of Architectural History
Francisco Mangado, Eero Saarinen Visiting Professor of Architectural Design
Elihu Rubin, Daniel Rose Visiting Assistant Professor
David M. Schwarz, William B. and Charlotte Shepherd Davenport Visiting Professor
of Architectural Design
Massimo Scolari, William B. and Charlotte Shepherd Davenport Visiting Professor of
Architectural Design

Spring 2009

Stefan Behnisch, Eero Saarinen Visiting Professor of Architectural Design
Peter Eisenman, Louis I. Kahn Visiting Professor of Architectural Design
Liza Fior and Katherine Clarke, Louis I. Kahn Visiting Assistant Professors of
Architectural Design
Greg Lynn, William B. and Charlotte Shepherd Davenport Visiting Professor of
Architectural Design
Dietrich Neumann, Vincent Scully Visiting Professor of Architectural History
John Patkau, William B. and Charlotte Shepherd Davenport Visiting Professor of
Architectural Design
Demetri Porphyrios, William Henry Bishop Visiting Professor of Architectural Design
Elihu Rubin, Daniel Rose Visiting Assistant Professor
William Sharples, Louis I. Kahn Visiting Assistant Professor of Architectural Design
Ben van Berkel and Caroline Bos, Eero Saarinen Visiting Professors of Architectural
Design

Affiliated Faculty

Karsten Harries, B.A., Ph.D., Brooks and Suzanne Ragen Professor of Philosophy
(Department of Philosophy)
Sandy Isenstadt, B.A., M.Arch., Ph.D., Assistant Professor of the History of Art
(Department of the History of Art)
Vincent J. Scully, Jr., B.A., M.A., Ph.D., Sterling Professor Emeritus of the History of
Art (Department of the History of Art)

Visiting Faculty

Ljiljana Blagojević, Dipl.Eng.Arch., M.Sc., Ph.D., Visiting Associate Professor
Kurt W. Forster, Ph.D., Professor Emeritus (Visiting), spring term
Tim Love, B.S., M.Arch., Visiting Associate Professor

Critics, Lecturers, and Instructors

John Apicella, B.Arch., Lecturer
Sunil Bald, B.A., M.Arch., Critic
Daniel Barber, B.A., M.F.A., M.E.D., Lecturer
Steven Baumgartner, B.S.M.E., Lecturer
Andrew Benner, B.Arch., M.Arch., Critic
Phillip G. Bernstein, B.A., M.Arch., Lecturer
John P. Blood, B.Arch., M.Arch., Critic
Karla Britton, B.A., M.A., Ph.D., Lecturer
Paul B. Brouard, B.A., M.Arch., Critic
Brennan Buck, B.S., M.Arch., Lecturer



Luke Bulman, B.A., M.Arch., Lecturer
 Aran Chadwick, B.Eng., M.S., Lecturer
 Peter Chow, B.Arch., M.Arch., Lecturer
 Cristina Chu, B.A., M.Arch., Critic
 Darin Cook, B.D., M.Arch., Critic
 Martin Cox, B.Arch., Critic
 Nikolas Dando-Haenisch, A.B., M.Arch., Lecturer
 Taylor Dansby, B.F.A., Instructor
 Elizabeth Danze, B.Arch., M.Arch., Lecturer
 Naomi Darling, B.S.E., M.A., M.Arch., Lecturer
 Peter de Bretteville, B.Arch., M.Arch., Critic
 Brook Denison, B.D., M.Arch., Critic
 John C. Eberhart, B.S., M.Arch., Critic
 Makram el Kadi, B.Arch., M.Arch., Critic
 Susan Farricielli, B.F.A., M.I.D., Lecturer
 Martin J. Finio, B.Arch., Critic
 Bryan Fuermann, B.A., M.A., Ph.D., M.Des.S., Lecturer
 Kenneth Gibble, B.Arch.Eng., Lecturer
 Kevin Gray, B.A., M.Arch., M.B.A., Lecturer
 Kimo Griggs, B.A., M.Arch., Lecturer
 Sophia Gruzdy, B.Arch., M.Arch., Critic
 Stephen Harby, B.Arch., M.Arch., Lecturer
 Andrei Harwell, B.Arch., M.Arch., Critic
 Erleen Hatfield, B.S.A.S., M.S.Civ.Eng., Lecturer
 Robert Haughney, B.S., Lecturer
 Mimi Hoang, B.S., M.Arch., Critic



Adam Hopfner, B.A., M.Arch., Critic
 Joyce Hsiang, B.A., M.Arch., Critic
 Kathleen John-Alder, B.S., M.E.D., Critic
 Andrea Kahn, B.A., M.Arch., Critic
 George Knight, B.A., M.Arch., Critic
 Amy Lelyveld, B.A., M.Arch., Critic
 Jennifer Leung, B.S., M.Arch., Critic
 M.J. Long, B.A., M.Arch., Critic
 Ariane Lourie, A.B., M.Phil., M.A., M.Arch., Critic
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 Andrew Marchesin, B.S., M.S., Lecturer
 Bimal Mendis, B.A., M.Arch., Assistant Dean and Critic
 Joeb Moore, B.S., M.Arch., M.E.D., Critic
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 Timothy Newton, B.Arch., M.Arch., Critic
 Alan W. Organschi, B.A., M.Arch., Critic
 Hideaki Ota, B.Eng. (Arch.), M.Eng. (Arch.), M.Arch., Lecturer
 Paloma Pajares, M.Arch., Lecturer
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 Craig Razza, B.S.M.E., Lecturer
 Kevin Rotheroe, B.S., M.Arch., M.Des.S., D.Des., Lecturer
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 Dean Sakamoto, B.Arch., M.Arch., M.E.D., Critic
 Edward M. Stanley, B.S., B.S.C.E., M.S.Str.E., Lecturer
 Lindsay S. Suter, B.A., M.Arch., Lecturer

Barry Svigals, B.A., M.Arch., Lecturer
 Neil Thomas, B.S., Lecturer
 Laura Turlington, B.Des., M.Arch., Lecturer
 Michael B. Wang, B.A., M.A., M.Arch., Critic
 Carter Wiseman, B.A., M.A., Lecturer
 Thomas Zook, B.Arch., M.Arch., Critic

Administrative Staff

Rosalie Bernardi, B.A., M.S., Senior Administrative Assistant
 Richard DeFlumeri, B.A., Senior Administrative Assistant, Lectures, Exhibitions, and
 Special Events
 Sharon Sweet DeLuca, B.A., Financial Aid Administrator
 Oscar Espinoza, Systems Administrator
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 Robie-Lyn Harnois, B.A., Senior Administrative Assistant
 Andrei Harwell, B.Arch., M.Arch., Project Manager, Urban Design Workshop
 Maria H. Huling, Senior Administrative Assistant to Registrar/Admissions and
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 Tanya Allen, B.A., M.A., Library Services Assistant
 Jennifer Aloï, B.S., Administrative Assistant
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 Holly Hatheway, B.A., M.L.S., M.A., Assistant Director for Access Services
 Beverly T. Lett, B.A., M.Div., Library Services Assistant
 Colleen Reilly, B.A., M.L.S., Project Archivist
 Jae Rossman, B.A., M.L.S., Assistant Director for Special Collections
 Charles Summa, B.A., M.A., Library Services Assistant
 Christopher Zollo, B.A., Library Services Assistant

Visual Resources Collection

Robert Carlucci, Ph.D., Manager
 Tracy C. Bergstrom, B.A., M.A., Visual Resources Support Specialist
 Helen Chillman, B.A., M.L.S., Slide Librarian
 Sarah Coe, B.A., M.F.A., Visual Resources Support Specialist
 Christina Corrigan, B.A., Visual Resources Support Specialist for Asian Cultures
 Maria Zapata, A.S., Library Services Assistant

The William B. and Charlotte Shepherd Davenport Visiting Professorship

Established through the generosity of Professor Shepherd Stevens (B.F.A. 1922; M.A. Hon. 1930), this endowed chair is named in honor of Professor Stevens's uncle and aunt, William B. (B.A. 1867; M.A. Hon. 1887) and Charlotte Shepherd Davenport. Since 1966, the School has invited the following distinguished architects to join the faculty for limited periods of time under the Davenport Professorship:

James Frazer Stirling, Fall 1966–1984

Robert Venturi, Spring 1966–1970

Moshe Safdie, Spring 1971

Cesar Pelli, Spring 1972

Lewis Davis, Spring 1974

Samuel Brody, Spring 1974

Henry N. Cobb, Spring 1975

Hugh Hardy, Spring 1976

Giancarlo DeCarlo, Spring 1978

Peter Eisenman, Spring 1980

Aldo Rossi, Spring 1981

John Hejduk, Spring 1982

Helmut Jahn, Spring 1983

Paul A. Kennon, Spring 1984

Taft Architects: John Casbarian, Danny Samuels, Robert Timme, Fall 1984

Raimund Abraham, Spring 1985

Andrew MacMillan, Spring 1986

Rob Krier, Fall 1986

Mario Botta, Spring 1987

Tadao Ando, Fall 1987

Bernard Tschumi, Spring 1988

Bernard Huet, Spring 1990

Michael D. Sorkin, Fall 1990

Leon Krier and Demetri Porphyrios, Spring 1991

Mary Miss, Fall 1991

Tod Williams and Billie Tsien, Spring 1992

Daniel Libeskind, Fall 1992

George Baird, Spring 1993

Stanley Tigerman, Spring 1979, Fall 1993

Frank Stella and Robert Kahn, Spring 1995

Michael Wilford, Spring 1994, Fall 1995

Robert Mangurian and Mary-Ann Ray, Spring 1996

Volker Giencke, Fall 1996

Samuel Mockbee, Spring 1997

Eric Owen Moss, Fall 1994, Fall 1997

Charles Gwathmey, Spring 1999

Frank O. Gehry, Fall 1982, Fall 1985, Fall 1988, Fall 1989, Fall 1999

Douglas Garofalo, Fall 2000

Demetri Porphyrios, Spring 1989, Fall 2001, Spring 2006

Michael Hopkins, Fall 2003
 Gregg Lynn, Spring 2000–2003, Fall 2003, Spring 2005–2008
 Leon Krier, Fall 2002, Spring 2003, Fall 2005, Fall 2007
 Jaquelin Robertson, Fall 2004
 Richard Rogers and Chris Wise, Spring 2006
 Massimo Scolari, Fall 2006–2007
 Brigitte Shim, Fall 2007
 Richard Meier, Spring 2008

The William Henry Bishop Visiting Professorship

The Bishop Professorship was established through the bequest of William Henry Bishop (B.A. 1867), for the appointment of a distinguished visiting architect to the faculty of the School of Architecture. Since 1973, when the first appointment was made, the following architects have held this professorship:

Henry N. Cobb, Spring 1973
 Sir Leslie Martin, Spring 1974
 Cesar Pelli, Fall 1974
 David N. Lewis, Fall 1975
 Donald Stull, Fall 1975
 Noel M. McKinnell, Spring 1976
 Bruce Goff, Fall 1976
 David N. Lewis, Spring 1977
 Richard Meier, Spring 1975, Fall 1977
 Henry N. Cobb, Spring 1978
 Robert A.M. Stern, Fall 1978
 Mary Jane Long, Spring 1979
 Frank O. Gehry, Fall 1979
 Jaquelin Taylor Robertson, Spring 1980
 Charles Moore, Fall 1980
 Richard Weinstein, Spring 1981
 Gerhard M. Kallmann, Spring 1976, Spring 1982
 Arata Isozaki, Fall 1982
 Jonathan Barnett, Spring 1983
 Diana Agrest, Fall 1983
 Stanley Tigerman, Spring 1984
 Fred H. Koetter, Fall 1984
 Carles Vallhonrat, Spring 1985
 Ada Karmi-Melamede, Fall 1985
 William Turnbull, Jr., Spring 1986
 Rodolfo Machado, Fall 1986
 Andres Duany and Elizabeth Plater-Zyberk, Spring 1987
 Werner Seligmann, Spring 1988
 George J. Ranalli, Fall 1988
 Andreas Brandt, Spring 1989
 John Whiteman, Fall 1989



Mario Gandelsonas, Fall 1983, Fall 1987, Fall 1990

Charles Gwathmey, Fall 1981, Spring 1991

Michael D. Sorkin, Fall 1991

Peggy Deamer, Spring 1992

Homa Fardjadi, Fall 1992

Steven Peterson, Fall 1993

Thomas Hall Beeby, Spring 1993–1997

Ray Huff, Fall 1994

Steven Izenour, Fall 1995

Merrill Elam, Fall 1996

Jose Antonio Acebillo, Fall 1997

Raimund Abraham, Fall 1998

Julie Eizenberg and Hendrik Koning, Spring 1998

Colin St. John Wilson, Spring 2000

Brigitte Shim, Fall 2001

Lise Anne Couture, Spring 2002

Glenn Murcutt, Spring 2001, Fall 2002, Fall 2005

Will Bruder, Spring 2003 Spring 2006

Demetri Porphyrios, Fall 1999–2000, Spring 2003, Fall 2003, Spring 2005,
Spring 2007–2008

Julie Eizenberg, Spring 2004

Barbara Littenberg, Fall 2004

Tod Williams and Billie Tsien, Fall 2007

The Eero Saarinen Visiting Professorship

The Saarinen Professorship was established in 1984 through the generosity and efforts of the architect Kevin Roche in honor of Eero Saarinen, who received a B.Arch. from Yale in 1934. This endowed chair enables the School to invite a distinguished architect to teach a design studio each term. Since 1984, the following architects have held this professorship:

Kazuo Shinohara, Fall 1984
 Richard Rogers, Spring 1985
 James Ingo Freed, Fall 1985
 Sverre Fehn, Spring 1986
 William E. Pedersen, Fall 1986
 Denise Scott Brown and Robert Venturi, Spring 1987
 Josef Kleihues, Fall 1987
 Hugh Hardy and Malcolm Holzman, Spring 1988
 Michael Dennis, Fall 1988
 Arduino Cantafora, Spring 1989
 Mario Gandelsonas, Fall 1989
 Juan Navarro-Baldeweg, Spring 1990
 Henry Smith-Miller and Laurie Hawkinson, Fall 1990
 Thomas Mayne, Fall 1991
 Albert Pope, Spring 1992
 Toshiko Mori, Fall 1992
 Juhani Uolevi Pallasmaa, Spring 1993
 Ada Karmi-Melamede, Fall 1993
 Karen Bausman, Spring 1994
 Stephen Kieran, James Timberlake, and Samuel Harris, Fall 1994
 Homa Fardjadi, Fall 1995
 Eric Owen Moss, Spring 1991, Spring 1996
 David Turnbull, Fall 1996
 Daniel Hoffman, Spring 1997
 Steven Izenour, Spring 1998
 Philip Johnson with Peter Eisenman, Spring 1999
 Cesar Pelli, Fall 1999
 Craig Hodgetts and Ming Fung, Spring 1995, Fall 2000
 Andres Duany and Leon Krier, Spring 2001
 Henry Smith-Miller, Fall 2001
 Cecil Balmond, Fall 1998, Fall 2002
 Winy Maas, Spring 2003
 Rafael Viñoly, Fall 2003
 Zaha Hadid, Spring 2000, Spring 2002, Spring 2004, Spring 2007
 Enrique Norten, Fall 2004
 Stefan Behnisch, Spring 2005–2006, Spring 2008
 Brigitte Shim, Fall 2005
 Gregg Pasquarelli, Fall 2006
 Joshua Prince-Ramus and Erez Ella, Fall 2007

The Louis I. Kahn Visiting Professorship

Established through the generosity of friends and admirers of Louis I. Kahn to honor his memory and service to the School. This professorship enables the School to invite distinguished architects to teach in the design studio. Since 1999, the following architects have held this professorship:

Daniel Libeskind, Fall 1999

Peter Eisenman, Fall 2001–2007, Spring 2007–2008

Tod Williams and Billie Tsien, Fall 2000, Spring 2003, Spring 2005

Frank O. Gehry, Spring 2002, Spring 2004, Spring 2006

The Louis I. Kahn Visiting Assistant Professorship

Established through the generosity of an anonymous donor, this assistant professorship enables the School to invite promising young architects to teach in the design studio and conduct seminars. Since 2004, the following architects have held this assistant professorship:

Gregg Pasquarelli, Spring 2004

Galia Solomonoff, Fall 2004

Mario Gooden, Spring 2005

Jeanne Gang, Fall 2005

Sunil Bald, Spring 2006

Marc Tsurumaki, Fall 2006

Ali Rahim, Spring 2007

Sean Griffiths, Sam Jacob, and Charles Holland, Fall 2007

Chris Sharples, Spring 2008

The Edward P. Bass Distinguished Visiting Architecture Fellowship

Established through the generosity of Edward P. Bass (B.S. 1968, M.A. Hon. 2001), this fellowship enables the School to invite distinguished private and public sector leaders in the development community to participate as integral teaching members in advanced studios and seminars. Since 2005, the following developers have held this fellowship:

Gerald Hines, Spring 2005

Stuart Lipton, Spring 2006

Roger Madelin, Spring 2007

Nick Johnson, Fall 2007

The Vincent Scully Visiting Professorship of Architectural History

Established through the generosity of an anonymous donor to honor Vincent Scully, this professorship enables the School to invite distinguished architectural historians to give lecture and seminar courses at the School. Since 2005, the following architectural historians have held this professorship:

Kurt Forster, Fall 2005–2007

Dietrich Neumann, Spring 2007–2008

The Daniel Rose (1951) Visiting Assistant Professorship

Established through the generosity of Joseph B. Rose (B.A. 1981) and Gideon G. Rose (B.A. 1985) to honor their father, Daniel Rose, this assistant professorship enables the School to invite promising young scholars and practitioners to give courses in urban and environmental studies at the School. Since 2007, the following have held this assistant professorship:

Elihu Rubin, Fall 2007–Spring 2008



History and Objectives of the School

HISTORY

Architecture as an art was taught at the Yale School of the Fine Arts in the late nineteenth century. Precedence for this pioneering in art education was set as early as 1832 when the Trumbull Art Gallery (the first college-affiliated gallery in the country) was opened. This event signaled a commitment to education in the arts that culminated in 1869 with the opening of the Yale School of the Fine Arts, the first college-affiliated art school in the country. The department of Architecture was established in the School of the Fine Arts in 1916. In 1959 the School of Art and Architecture, as it was then known, was made a fully graduate professional school. In 1972, Yale designated the School of Architecture as its own separate professional school.

The School of Architecture offers a three-year program leading to the degree of Master of Architecture; a two-year post-professional option also leading to the degree of Master of Architecture; a two-year program for advanced, independent research leading to the degree of Master of Environmental Design; and a program leading to a Ph.D. degree. The School of Architecture and the School of Management offer a joint-degree program leading to the degrees of Master of Architecture and Master of Business Administration (M.B.A.). The School of Architecture and the School of Forestry & Environmental Studies offer a joint-degree program leading to the degrees of Master of Architecture and Master of Environmental Management (M.E.M.).

OBJECTIVES

The task of architecture is the creation of human environments. It is both an expression of human values and a context for human activity. Through the design process, architecture addresses the interrelated environmental, behavioral, and cultural issues that underlie the organization of built form. The student of architecture is called upon to direct sensitivity, imagination, and intellect to the physical significance of these fundamental issues in designing a coherent environment for people. Architectural design as a comprehensive creative process is the focus of the Yale School of Architecture.

The objectives of the School of Architecture reflect the view that architecture is an intellectual discipline, both an art and a profession. The program, therefore, is based on the following intentions:

1. to stimulate artistic sensitivity and creative powers,
2. to strengthen intellectual growth and the capacity to develop creative and responsible solutions to unique and changing problems, and
3. to help the student acquire the individual capabilities necessary for the competent practice of architecture and lifelong learning.

The School adopts as basic policy a pluralistic approach to the teaching of architecture. Students have opportunities to become well acquainted with a wide range of contemporary design approaches. The School does not seek to impose any single design philosophy, but rather encourages in each student the development of discernment and an individual approach to design.



The Yale School of Architecture offers graduate-level professional education and advanced research opportunities in architecture and allied design fields. An undergraduate major in architecture is offered exclusively to Yale College students. In order to further the pursuit of a variety of interests within the study of architecture, the curriculum offers opportunities for study in several interrelated fields.

For the programs leading to the degrees of Master of Architecture, the design studio is paramount in the School's curriculum, emphasizing the interrelationships between purpose, design, competition, collaboration, innovation, and open discussion in an environment that values risk-taking and experimentation. The design studio is a workshop in which students come together to present and discuss projects and proposals with fellow classmates, faculty, visiting critics, professionals, and the public. The design studio combines individual and group instruction, varying from desk critiques with individual faculty members, to pin-ups before several faculty members, to more formal mid-term and final reviews before faculty and guest critics—all undertaken with the intention of fostering critical thinking, spatial form making skills, and tectonic skills. Education in the design studio values leadership skills, individual creativity, and the understanding of problems and the ability to solve them as presented in the practice of architecture. The School of Architecture's mandate is for each student to understand architecture as a creative, productive, innovative, and responsible practice.

In addition to the design studios, courses in building technology and practice; materials and production; visual representation in various media; history and theory; and urbanism and landscape serve as a basis for developing a comprehensive approach to architectural design.

Building technology courses explore, as an integral part of the architectural design process, the physical context; the properties of natural forces; and building systems. In

the area of practice, courses are concerned with issues related to the professional context of architecture and its practices and, in particular, with the architect's responsibility for the built environment.

In the area of materials and production, courses are concerned with materials in their application to buildings and the human environment. Digital as well as traditional fabrication techniques are explored.

Visual representation courses offer an opportunity to explore the tools of visual analysis and expression in architectural design.

Courses in history and theory examine attitudes concerning the design of buildings, landscapes, and cities that may contribute to a design process responsive to its broadest social and cultural context.

Courses in urbanism and landscape address the study of aesthetic, economic, political, and social issues that influence large-scale environments. This area deals with the relation of buildings to their urban contexts and natural environments.

Direct experience of contemporary and historical architecture and urbanism as well as firsthand contact with experts in various fields is an important part of the School's educational mission. To this end, many studios and classes incorporate both domestic and international travel as part of their course work. In addition, an intensive drawing course is offered each summer in Rome, Italy.

Urban studies are also supported through the extracurricular programs of the Yale Urban Design Workshop and Center for Urban Design Research. Students in the School of Architecture may participate with faculty and students from the School and throughout the University in the symposia, seminars, and research and design projects organized through these programs. In particular, the Urban Design Workshop extends the work of the School into the areas of community design and outreach, providing design assistance to groups and municipalities throughout the region (see page 122).

The diversity of course offerings in the School, therefore, represents a concern for design which ranges in scale from the individual building to the urban landscape. Students are also encouraged to take courses in other departments and schools in the University.

Advanced studies and research in architecture and urbanism are supported throughout the curriculum, but they are a primary focus in the M.E.D. and post-professional (M.Arch. II) programs. The M.E.D. program provides opportunities for exceptionally qualified students to pursue advanced research in architecture and urbanism through course work and independent studies guided by faculty from the School and the University. Emphasis is placed on rigorous methods of research and scholarship leading to a substantial written thesis. In the post-professional M.Arch. program, advanced studies in architecture and urbanism are supported by course work and design studios.



Master of Architecture I Degree Program

FIRST PROFESSIONAL DEGREE

The Master of Architecture I curriculum provides a disciplined approach to the fundamentals of architecture in a setting that ensures the flexibility and latitude necessary for students to develop their individual talents and skills.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The School's Master of Architecture program currently has a six-year term of accreditation.

The M.Arch. I program is for students holding undergraduate liberal arts degrees, such as a B.A. or B.S., who seek their first professional architectural degree. This program requires a three-year (six-term), full-time in-residence program, although in exceptional cases, advanced standing may be granted.

Entering students, with a sound liberal arts background assumed, are required to follow a curriculum in which their creative powers are stimulated through a sequence of problem-solving exercises involving basic and architectural design, building technology, freehand and computer-assisted drawing, and an introduction to design methodologies, as well as courses in architectural theory and the planning, design, and development of the urban landscape. Architectural design problems start at limited scale and by the second term progress to an investigation of dwelling. During the second term and until mid-June, a community building project is undertaken, which provides an opportunity for the design of an affordable house as well as the experience of carrying the design through the building process when the class builds a final design. The third term undertakes the design of a public building, and the fourth term is devoted to urbanism. During the fifth and sixth terms, students, through a lottery system, are at liberty to choose from a variety of advanced studios, many of which are led by the profession's leading practitioners and theoreticians. With faculty approval, students in their final term may undertake an independent design thesis (599b) in lieu of an advanced studio. Students may, if they wish, continue their work for a seventh term by taking an advanced studio and/or elective courses. A number of support courses are required during the six-term curriculum. Required courses in structures, materials, environmental systems, history and theory, urban studies, and visual studies support the studios.

Within the limits of certain required credit distributions, students are encouraged to explore elective course options. Courses—falling into the broad categories of building

technology and practice; materials and production; history and theory; visual representation; and urbanism and landscape – support and augment the pivotal studio offerings. Courses offered by other schools and departments within the University may be taken for credit. Emphasis throughout the program is on architectural design and decision making.

*Course of Study**

M.Arch. I: Total Requirement: 108 credits

First Term (Fall)

<i>Required</i>	<i>Credits</i>
501a Architectural Design	6
601a Structures I	3
701a Modern Architecture	3
801a Intro to Visual Studies	3
802a Geometry, Drawing, and Visual Inquiry	3
	<hr/> 18

Second Term (Spring)

<i>Required</i>	<i>Credits</i>
502b Architectural Design	3
506b Building Project‡	3
602b Structures II	3
661b Materials and Morphology	3
851b Survey of Digital Media‡	3
902b Intro to Urban Design	3
	<hr/> 18

Third Term (Fall)

<i>Required</i>	<i>Credits</i>
503a Architectural Design	6
633a Environmental Design	3
704a Case Studies in Architectural Theory	3
903a Intro to Planning and Development	3
Elective†	3
	<hr/> 18

Fourth Term (Spring)

<i>Required</i>	<i>Credits</i>
504b Architectural Design	6
648b Systems Integration	3
703b Contemp. Arch. Theory	3
Elective†	3
Elective†	3
	<hr/> 18

Fifth Term (Fall)

<i>Required</i>	<i>Credits</i>
Adv. Design Studio	9
655a Arch. Practice & Mgmt.	3
Elective†	3
Elective†	3
	<hr/> 18

Sixth Term (Spring)

<i>Required</i>	<i>Credits</i>
Adv. Design Studio	9
Elective† 3	
Elective†	3
Elective†	3
	<hr/> 18

*In course titles, *a* designates fall term, and *b* designates spring term. The School reserves the right to change the prescribed course of study as necessary.

†Two of the electives must be in History and Theory, and one in Urbanism and Landscape. These designated electives may be taken in any term(s), and may be selected from listings in the History and Theory and Urbanism and Landscape areas in this bulletin, or from other Yale University departments (with instructor's permission). In order to satisfy the elective requirements, courses not listed in the Architecture Bulletin must be approved by the area coordinators. Students not on academic warning or probation may substitute independent elective course work. (See the School's *Academic Rules and Regulations* for procedures and restrictions.)

‡Note that this course does not conclude until June 26 and thus extends beyond the normal school year.

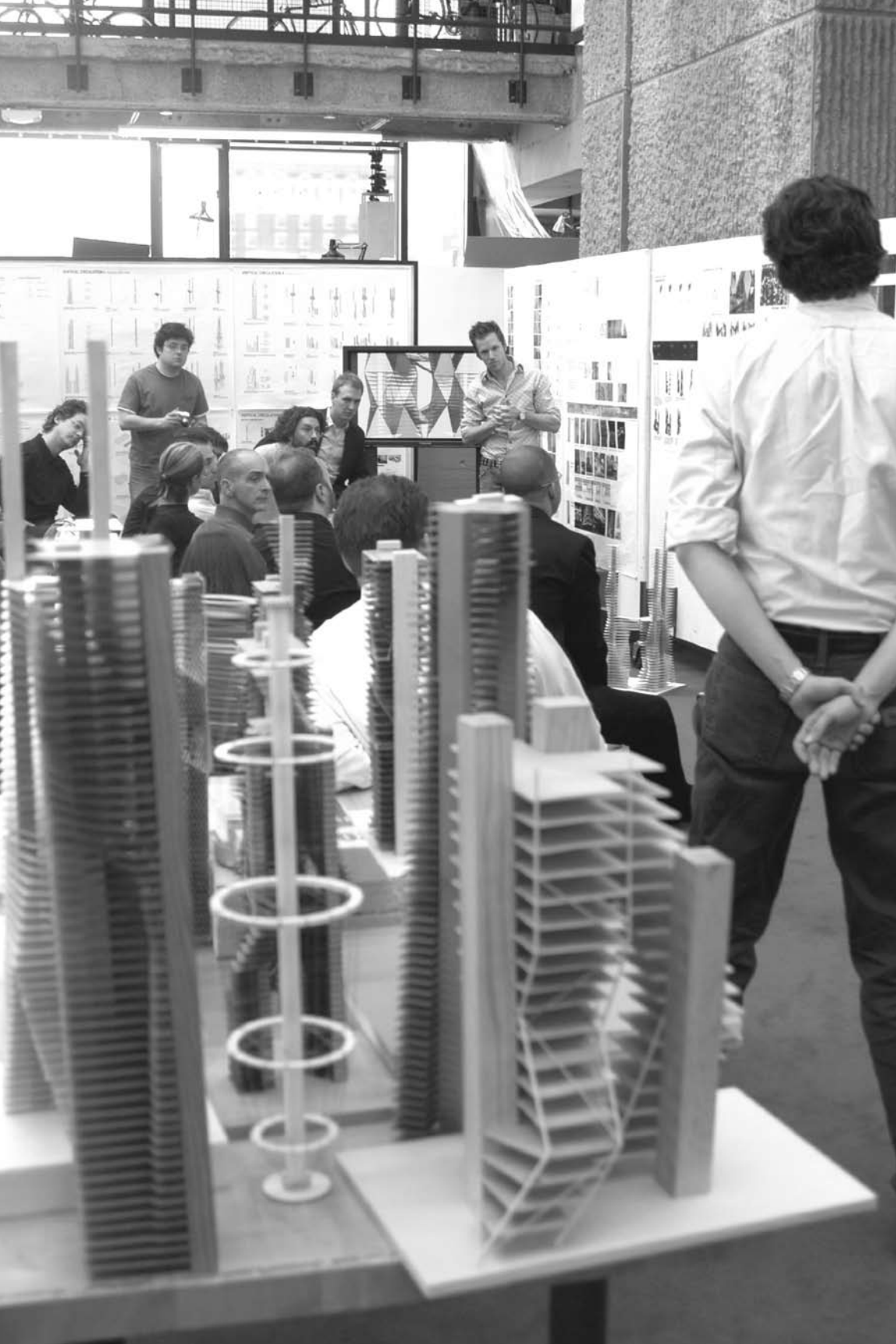
If an entering student can demonstrate competence and passing grades, from an accredited school, in the material covered in any of the program's required support courses, that student may request a waiver of those classes. A waiver of any required course, however, does not reduce the number of course credits required to fulfill the program's degree requirements. Permission for any requested waivers for any required support course must be obtained from the study area coordinators *within one week of the start of the first term of the student's enrollment*. A transcript, course syllabus, and a notebook or examples of work accomplished must be presented to the study area coordinator.

School Portfolio

In addition to the 108 satisfactorily completed course credits, a student must satisfactorily complete the portfolio requirement as described on page 126 in order to receive an M.Arch. degree. The portfolio requirement is administered and periodically reviewed by the Design Committee.

Academic Rules and Regulations

Procedures and restrictions for the M.Arch. I program can be found in the School's *Academic Rules and Regulations* section of the *School of Architecture Handbook*. This handbook can be found online at www.architecture.yale.edu/handbook.



Master of Architecture II Degree Program

POST-PROFESSIONAL DEGREE

Eeva-Liisa Pelkonen, Director of Post-Professional Studies

The Master of Architecture II program is for students holding a professional degree in architecture who seek a second, master's-level degree in this discipline and who are interested in developing a stronger theoretical basis for their understanding of the field. Because the program combines two years of studio-based activities with a variety of opportunities (both course-related and individually conceived) to extend their understanding of architectural design and its meaning within a broader cultural and social context, students in the M.Arch. II program are given considerable freedom and support to develop an increasingly reflexive, critical, and speculative relationship to their work.

With a number of courses available in the area of history and theory, and with access to a wide variety of Yale courses outside the School of Architecture, post-professional students are able to expand their understanding of the broader cultural context of architecture. Post-professional students are also given opportunities to organize symposia, exhibitions, publications, and seminars. Thus, to an exceptional degree, they are able to shape the curriculum to their own specific interests in collaboration with other students and faculty in the School.

Students in the M.Arch. II program take the post-professional required advanced studio (509a) in the first term and in the subsequent three terms choose, through a lottery system, from a variety of advanced studios, many of which are led by the profession's leading practitioners and theoreticians. These studios are the same ones offered to M.Arch. I students. With faculty approval, students in their final term may undertake an independent design thesis (599b) in lieu of an advanced studio. Such a studio may combine written and studio material.

Students are encouraged to explore elective course options. Courses—falling into the broad categories of building technology and practice; materials and production; history and theory; visual representation; and urbanism and landscape—support and augment the pivotal studio offerings. Courses offered by other schools and departments within the University may be taken for credit.



Course of Study*

M.Arch. II: Total Requirement: 72 credits

First Term (Fall)

<i>Required</i>	<i>Credits</i>
509a Post-Pro Arch.	
Design Studio	9
853a Computation Analysis	
Fabrication	3
Elective†	3
Elective†	3
	<hr/>
	18

Second Term (Spring)

<i>Required</i>	<i>Credits</i>
Adv. Design Studio	9
703b Contemp. Arch. Theory	3
Elective†	3
Elective†	3
	<hr/>
	18

Third Term (Fall)

<i>Required</i>	<i>Credits</i>
Adv. Design Studio	9
717a Issues in Arch. & Urb.	3
Elective†	3
Elective†	3
	<hr/>
	18

Fourth Term (Spring)

<i>Required</i>	<i>Credits</i>
Adv. Design Studio	9
Elective†	3
Elective†	3
Elective†	3
	<hr/>
	18

*In course titles, *a* designates fall term, and *b* designates spring term. The School reserves the right to change the prescribed course of study as necessary.

†Students not on academic warning or probation may substitute independent elective course work. (See the School's *Academic Rules and Regulations* for procedures and restrictions.)

School Portfolio

In addition to the 72 satisfactorily completed course credits, a student must satisfactorily complete the portfolio requirement as described on page 126 in order to receive an M.Arch. degree. The portfolio requirement is administered and periodically reviewed by the Design Committee.

Academic Rules and Regulations

Procedures and restrictions for the M.Arch. II program can be found in the School's *Academic Rules and Regulations* section of the *School of Architecture Handbook*. This handbook can be found online at www.architecture.yale.edu/handbook.



Master of Environmental Design Degree Program

HISTORY/THEORY RESEARCH-BASED PROGRAM

Eeva-Liisa Pelkonen, Director of M.E.D. Studies

The M.E.D. program is a two-year research-based program of advanced architectural studies culminating in a written thesis/independent project. This full-residency program leads to a degree of Master of Environmental Design. The M.E.D. is a nonprofessional degree, which does not fulfill requirements toward the professional licensing examination.

The program is intended for students, including postgraduate and mid-career professionals, who seek an academic setting to improve scholarship and research skills, to explore a professional or academic specialization, and to sharpen critical and literary expertise. The program provides the foundation for a career in writing, teaching, curatorial work, or critically informed professional practice, or may provide a foundation for Ph.D. studies. The alumni of this thirty-year-old program include Steven Izenour, who was a partner at Venturi, Scott Brown & Associates; Blair Kamin, architectural critic of the *Chicago Tribune*; and William Mitchell, former dean of the MIT School of Architecture.

The M.E.D. program is aimed at qualified applicants with a graduate or undergraduate degree in architecture or a related discipline who exhibit a strong capability for independent research. The main criterion for admission to the program is a well-defined proposal for independent study which should engage one or more of the study areas listed below. The proposal should outline a study plan that the candidate can accomplish in four academic terms and that can be supported by faculty expertise available to students in the M.E.D. program.

Applicants interested in the M.E.D. program are encouraged to contact the program director and/or other committee members to discuss their educational goals and proposed study topic area well in advance of the application deadline. An interview is not required, but is strongly recommended.

Areas of Study

Environmental Design is broadly defined as the study and research of the aggregate of objects, conditions, and influences that constitute the constructed surroundings. Those studying in the M.E.D. program are encouraged to understand the larger cultural and intellectual factors—social, political, economic, technical, and aesthetic—that shape the environment. The M.E.D. program fosters an interdisciplinary approach to architectural research, which takes advantage of the extensive array of resources at Yale University.

The program supports research at the intersection of theory and practice. The three areas listed below indicate recent research topics as well as the scholarly expertise of students and faculty in the M.E.D. program. Students are encouraged to engage in a wide array of methodologies, tools, and topics.

History, Theory, and Criticism of Architecture and Urbanism: History and theory of architecture and urbanity; architectural criticism; history of building types; study of design methods; contemporary architectural culture.



Ecologies and Economies of the Built Environment: Study of the ecological, economic, and cultural forces that shape the environment; globalization and its effect on built landscapes; infrastructures and settlement patterns; urban geography; notation and mapping techniques.

Multimedia Research: Digital media as a tool for research, design, and visualization; motion picture documentation; use of digital tools in fabricating building components; study of network geography.

*Course of Study**

The program of study is a combination of required classes, electives, and independent research. A total of 72 credits is required for completion of the M.E.D. program, allocated as 18 credits each term. A minimum of 21 credits is assigned to electives and 6 to the required M.E.D. courses. A maximum of 45 credits is assigned to independent research (723a or b). The electives and course distribution are determined in consultation with the student's primary adviser and the director of the program.

COURSE REQUIREMENTS FOR THE M.E.D. PROGRAM

M.E.D. students are required to take Architectural Research Theories (714a) in their first term. Contemporary Architectural Theory (703b) is required in their second term. All other course work is distributed among electives chosen from School of Architecture and other Yale University courses. (See descriptions of courses in the M.Arch. curriculum

*In course titles, *a* designates fall term, and *b* designates spring term. The School reserves the right to change the prescribed course of study as necessary.

as well as in the bulletins of other schools of Yale University.) All M.E.D. students are required to take 723a or b each term to develop their independent project.

Note: Design studios offered in the M.Arch. program are closed to M.E.D. students. Exceptions are considered only if the design studio is directly related to a student's research, and are subject to approval by the M.E.D. chair, the dean, and the studio instructor.

M.E.D.: Total Requirement: 72 credits

First Term (Fall)

<i>Required</i>	<i>Credits</i>
714a Architectural Research Theories	3
723a Independent Research and Electives	15
	<hr/> 18

Second Term (Spring)

<i>Required</i>	<i>Credits</i>
703b Contemp. Arch. Theory	3
723b Independent Research and Electives	15
	<hr/> 18

Third Term (Fall)

<i>Required</i>	<i>Credits</i>
723a Independent Research and Electives	18

Fourth Term (Spring)

<i>Required</i>	<i>Credits</i>
723b Independent Research and Electives	18

Advisers and M.E.D. Program Committee

Students work closely with one or two advisers on their independent project. Advisers are primarily drawn from the School of Architecture faculty; additional advisers are drawn from other departments at the University as appropriate to the field of study. The following faculty members serve on the M.E.D. committee, which reviews all independent work each term.

Eeva-Liisa Pelkonen, Chair
 D. Michelle Addington
 Peggy Deamer
 Keller Easterling
 Karsten Harries (Department of Philosophy)
 Dolores Hayden
 Emmanuel Petit
 Alan Plattus

Academic Rules and Regulations

Four terms must be spent in residence. Under exceptional circumstances, and with permission of the dean and the School's Rules Committee, students may apply for half-time status (9 credits per term), after successful completion of the first term (18 credits). Additional procedures and restrictions for the M.E.D. program can be found in the School's *Academic Rules and Regulations* section of the *School of Architecture Handbook*. This handbook can be found online at www.architecture.yale.edu/handbook.



Doctor of Philosophy Program

Kurt W. Forster, Director of Graduate Studies

Beginning with the academic year 2009–10, the School of Architecture will inaugurate a program in the history and criticism of architecture, offering qualified graduate students a course of study leading to the Ph.D. The five-year doctoral program will prepare candidates for careers in university teaching, cultural advocacy and administration, museum curatorship, and publishing.

FIELDS OF STUDY

The doctoral program aims chiefly to educate teachers capable of effectively instructing future architects in the history of their own field and its manifold connections with the culture at large. The program forges a unique combination of professional knowledge with a historical and analytical grasp of key phases in the history of architecture, especially those that have a demonstrable share in the field's current state and its critical issues.

The program secures sound training in historical study and historiography, imparting technical knowledge and awareness of intellectual trends that inform the reception and role of architecture around the world. The history of science and technology (as well as its reception in popular culture and the arts), the history of media, and an understanding of architectural practice are as important as the fine arts and literature.

ADMISSION REQUIREMENTS

Applicants shall have appropriate academic credentials (a master's degree or equivalent in Architecture, Engineering, Environmental Design or, exceptionally, in a related field) and at least two years of work experience in an appropriate professional setting. The Graduate Record Examination (GRE) General Test taken no more than five years prior to application is required. All applicants whose native language is not English are required to take the Internet-based Test of English as a Foreign Language (TOEFL iBT), a test that includes a section on spoken English. A writing sample in the form of a research paper or publication is also required as part of the application. In addition to meeting qualifying criteria, candidates need to contact the program director, submit a substantial research paper, and explain their motivation for engaging in this course of study. Qualified applicants will be invited to interview with a member of the doctoral faculty.

The Ph.D. program is administered by the Yale Graduate School of Arts and Sciences. For more information about the program, or to receive admissions information, please contact the Office of Admissions at the Graduate School of Arts and Sciences at 203.432.2771 or at www.yale.edu/graduateschool.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

Entering students with sound professional preparation engage in a concerted course of study that leads directly to dissertation research and a doctoral degree.

All students must spend their first two years in residence at Yale enrolled as full-time students in the School of Architecture. During the first two years of study, students will normally take at least ten courses, consisting of Ph.D. colloquia and graduate courses.

During each of the four semesters in residence, a student must take a Ph.D. colloquium taught by a member of the Ph.D. committee, which will introduce the student to various methodologies and areas of study. Some colloquia will encourage primary research on a narrow topic or focus on producing a collective body of work, such as an exhibition. Others offer a broader survey of historiographies. Another will focus on the close reading of a body of texts. These four required colloquia form the methodological core of the program.

Students will also be required to take six graduate seminar courses from the courses offered at the School of Architecture or at other schools in the University. Students will be encouraged to take courses outside the School of Architecture but related to their specific areas of interest. For example, a student working on Italian modernism would be encouraged to take a course in Italian literature. Typically, at least three of the six elective courses would be in related fields. In addition to the six graduate seminar courses, students will be required to take one course in non-Western and one course in pre-modern architectural history. Students can also opt to do independent readings with individual faculty members on their specific areas of interest.

Students will also be expected to demonstrate competence in at least one foreign language relevant to their field of study. Language competence is more than a formality and requires some acquaintance with the literature in the chosen language. Competency may be determined by either a grade of B, or better in a yearlong intermediate level language course or through examination.

Ideally, the student's field of interest will be defined after the first year. At this point, the student will be assigned an adviser by the director of graduate studies. At the end of the second year, the student will be assigned an additional three faculty members, who will constitute his or her dissertation committee. One of these additional faculty members should be from outside the School of Architecture, with selection based on the student's area of interest, and in consultation with the Ph.D. adviser and the director of graduate studies.

Upon completion of all course requirements and the language requirement, normally during the fall of the third year, students will take a Qualifying Exam, which requires an approximately 8,000-word research paper and an oral examination during which members of his/her dissertation committee will question the candidate in three fields of study. During the spring term of the third year, candidates will present and defend a preliminary proposal for a dissertation topic, consisting of a topic statement, program of research and study, and annotated bibliography.

In the fourth year, students will begin a period of dissertation research and writing. A student is asked to submit a draft of the dissertation half a year before the final defense. After successful completion of the defense, students are given three months to complete the final submission.

Graduate Research Assistant and Teaching Fellow Experience

Before completing the Ph.D., all candidates will be required to have at least two semesters of teaching experience in their area of study at the School of Architecture or elsewhere in the University. At least one of these should be a history and theory survey course requiring direction of a discussion session. Students will also be encouraged to assist in studio teaching. Students in the Ph.D. program may teach at Yale for up to two years.

It is expected that a Ph.D. student's teaching in the third year will be divided between one studio and one history/theory course, each undertaken under the direct supervision of senior faculty. Additional teaching, optional in the fourth and fifth years, would follow the same pattern of distribution, but exceptions can be made in certain cases.

MASTER'S DEGREE

M.Phil. (en route to the Ph.D.) This degree will be granted to Ph.D. students who successfully complete two years of course work. To be awarded the M.Phil. degree, students need to complete all core courses, six cognates (may include independent study with faculty), and two years of Graduate Research Assistant experience, and must pass the Preliminary Examination.



Joint-Degree Programs and Undergraduate Studies

JOINT-DEGREE PROGRAMS

School of Architecture/School of Management

The Yale School of Architecture and the School of Management offer a joint-degree program in Architecture and Management. This program is especially oriented to individuals who wish to integrate the design, urban development, and management professions in pursuing careers in government or the private sector.

Joint-degree students in the three-year first professional M.Arch. program must complete all requirements for the degree, including six terms of design studio, with the first four terms taken consecutively. This is an accredited, professional degree and specific requirements may not be bypassed, except when waivers are granted for course work previously completed at other institutions. Students in this program will have their overall number of course credits required for the M.Arch. degree reduced from the normal 108 credits to 90 credits. This means they will take 18 fewer elective credits (six elective courses). Normally this adjustment will allow the student to divide the final (fourth) year schedule between the two required advanced studios at the School of Architecture and courses at the School of Management.

Joint-degree students in the two-year post-professional M.Arch. program must complete 54 credits in the School of Architecture, including four advanced studios. They will complete the joint-degree program in three years, normally consisting of one full year in each school and a final year divided between the two schools.

At the conclusion of the required studies, the joint-degree program awards both a Master of Business Administration (M.B.A.) and a Master of Architecture. Withdrawal or dismissal from the School of Management will automatically obligate a student to complete all normal requirements for the M.Arch. degree (108 credits for first professional degree; 72 credits for post-professional degree option). The M.Arch. degree will not be awarded to joint-degree candidates until they have completed all requirements for both degrees.

Admissions are determined independently by the two schools. Students may apply to both schools at the same time and, if accepted, will begin their studies at the School of Architecture, since admission to the School cannot be deferred; or they may apply to the School of Management prior to their final year at the School of Architecture. Students enrolled at the School of Management may apply to the School of Architecture during their first year. Those who apply simultaneously should so indicate on both applications. Applications to the School of Architecture must be approved by the committee of the joint-degree program. Inquiries may be directed to the Registrar, School of Architecture, and to the Director of Student Services, Office of Student Services, School of Management.

School of Architecture/School of Forestry & Environmental Studies

James Axley, Coordinator

The Yale School of Architecture and the School of Forestry & Environmental Studies offer a joint-degree program in Architecture and Environmental Management. This program is directed to individuals who wish to pursue careers in sustainable design and development at the urban-to-regional scale with a special concern for ecosystem benefits and impacts at the site, local, regional, and global scales. The joint-degree program offers a focused and restricted curriculum that enables a student to obtain both a Master of Architecture (M.Arch.) degree and a Master of Environmental Management (M.E.M.) degree one year earlier than would be required if each degree were pursued independently.

Individuals seeking admission to this joint-degree program must apply and be admitted separately to one of the two School of Architecture Master of Architecture programs (M.Arch. I or M.Arch. II) and the School of Forestry & Environmental Studies Master of Environmental Management program to be considered for admission to this joint-degree program. Consequently, applicants must submit all required admissions materials and prerequisites for application to each of these programs, indicating their desire to be, in addition, considered for the joint program.

Students may apply to both schools at the same time and, if accepted, will begin their studies at the School of Architecture, since admission to the School cannot be deferred. Those who apply simultaneously should indicate their desire to be considered for the joint program on both applications. Students at the School of Architecture may apply to the School of Forestry & Environmental Studies prior to their final year. Students enrolled at the School of Forestry & Environmental Studies may apply to the School of Architecture during their first year. Inquiries may be directed to the registrar at either the School of Architecture or the School of Forestry & Environmental Studies. Withdrawal or dismissal from the School of Forestry & Environmental Studies will automatically oblige a student to complete all normal requirements for the School of Architecture M.Arch. degree (108 credits for first professional degree; 72 credits for post-professional degree option). Furthermore, the M.Arch. degree will not be awarded to joint-degree candidates until they have completed all requirements for both degrees.

**MASTER OF ARCHITECTURE I —
MASTER OF ENVIRONMENTAL MANAGEMENT**

Joint-degree students admitted to the first professional Master of Architecture (M. Arch. I) program must complete all requirements for this degree, including five terms of design studio plus a final advanced sustainable design studio, with the first four terms taken consecutively. The Master of Architecture degree for this program is an accredited, professional degree and specific requirements may not be bypassed, except when waivers are granted for course work previously completed at other institutions. Students in this program will have their overall number of course credits required for the Master of Architecture degree reduced from the normal 108 credits to 90 credits and for the Master of Environmental Management degree reduced from the normal 48 credits to 36 credits by, in effect, satisfying what would have been elective requirements in one program with required courses of the other.



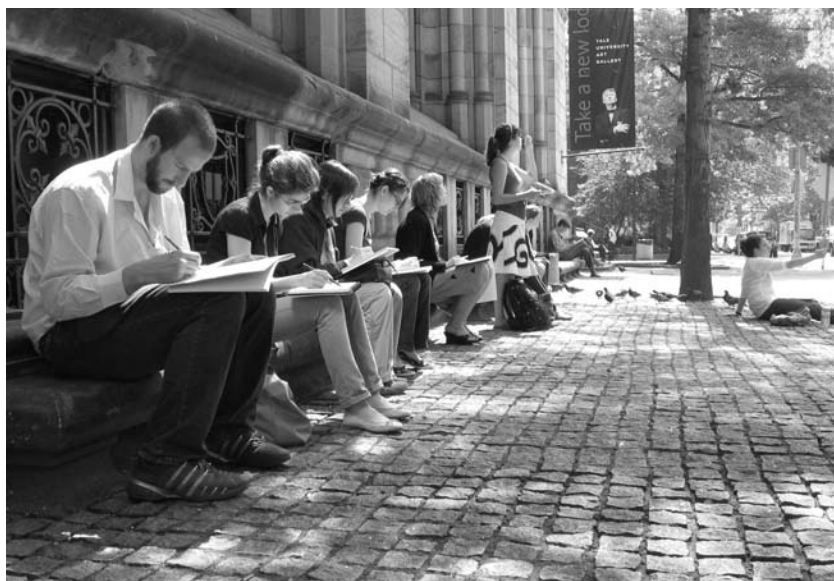
Joint students within the Master of Architecture program may waive specific course requirements if they have taken equivalent courses at other institutions, although total credit requirements will not be altered. Consequently, these students may be able to better integrate Forestry & Environmental Studies courses during the first year of the program.

MASTER OF ARCHITECTURE II — MASTER OF ENVIRONMENTAL MANAGEMENT

Joint-degree students admitted to the second professional Master of Architecture (M.Arch. II) program must complete all requirements for this degree, including three terms of design studio plus a final advanced sustainable design studio, with the first two terms taken consecutively. The Master of Architecture degree for this program is a non-accredited degree. Students in this program will have their overall number of course credits required for the Master of Architecture degree reduced from the normal 72 credits to 54 credits, including three advanced studios plus the advanced sustainable design studio, and for the Master of Environmental Management degree reduced from the normal 48 credits to 36 credits by, in effect, satisfying what would have been elective requirements in one program with required courses of the other.

M.Arch./M.E.D.

Yale School of Architecture students who are enrolled in the M.Arch. program and who are interested in continued advanced study in an area of specialization in architecture, environmental design, or planning/development, may apply for admission to the M.E.D. program. Students may take courses supporting areas of advanced study during the M.Arch. curriculum and, after receipt of the M.Arch. degree, may qualify for up to one term's advanced standing in the M.E.D. degree program.



UNDERGRADUATE STUDIES

The School offers an undergraduate major in architecture exclusively to students enrolled in Yale College. Students who desire this major must apply directly to Yale College.

Bachelor of Arts

Sophia Gruzdzys, Director of Undergraduate Studies

PRELIMINARY REGISTRATION FOR PROSPECTIVE MAJORS

Students who intend to declare architecture as their major must register with the director of undergraduate studies during the spring term of their sophomore year. The standard major, which is limited, provides a nonprofessional introduction to the visual, spatial, and intellectual basis of architecture.

APPLICATION TO THE ARCHITECTURE MAJOR

Yale College students, who may apply to enter the major during the fall term of their junior year, go through a review process for acceptance into the major.

INTRODUCTION TO ARCHITECTURE

The introductory courses to the study of architecture are open to all Yale College sophomores, juniors, and seniors, and are required prior to applying for the architecture major. With permission of the director of undergraduate studies, the prerequisite may be waived for students with sufficient experience in architecture or in relevant subjects; they may enter directly into the major.

THE STANDARD MAJOR

The purpose of the undergraduate standard major in architecture at Yale is to include the study of architecture within the broader context of a liberal arts education. While the core requirements focus on architectural design, the overall curriculum includes theory and history of architecture, leading to a bachelor of arts degree. In this manner students are prepared for advanced study in architecture, art, history of art, city planning and development, the social sciences, or public affairs.

REQUIREMENTS OF THE MAJOR

To graduate as a Yale College major in architecture, a student must complete a core of six courses (including three prerequisites). Nine additional courses are required for majors. A student must base his or her study in one of three areas of concentration, which are:

1. Architectural Design, which investigates the ways in which cultural ideas, information, actions, and locations may be visually communicated in the material fabric of architecture. Exercises in this concentration are predominantly studio-based.
2. Theory, Criticism, and History of Architecture, which examines written texts about architecture from classical antiquity to current debates. The students are expected to analyze rigorously and write theoretical and critical papers about the past, present, and future potential of architecture.
3. Architecture and Urban Studies, which examines written texts about architecture from classical antiquity to current debates. The students are expected to analyze rigorously and write theoretical and critical papers about the past, present, and future potential of architecture.

For full course descriptions, see *Yale College Programs of Study*.



Study Areas and Course Descriptions^{*}

DESIGN STUDIOS

Keith Krumwiede, Study Area Coordinator

The architectural design studios are a critical part of the School's program for the Master of Architecture degree. The required design studios proceed through a structured series of design problems of varying complexity. The elective studios are taught by the School's design faculty and the chaired visiting professors.

501a, Architectural Design 6 credits. (Required in M.Arch. I first term.) First-term students bring to the School a wide range of experience and background. Exercises introduce the complexity of architectural design by engaging problems that are limited in scale but not in the issues they provoke. Experiential, social, and material concerns are introduced together with formal and conceptual issues. Ben Pell, coordinator; Sunil Bald, Brennan Buck, Martin Cox, Jennifer Leung, Joyce Hsiang

502b, Architectural Design 3 credits. (Required in M.Arch. I second term.) The second-term studio explores the theme of domestic architecture through the design and construction of dwelling space. During the first half of the term, a series of analysis and design projects explore the typological precedents, programmatic organization, formal composition, and construction methodology of individual and multiple-unit housing. This work forms the conceptual background for the work in the latter half of the term—the collaborative design and construction of the Building Project, an affordable house for a nonprofit developer in New Haven. Prerequisite: 501a. Alan Organschi, coordinator; Peter de Bretteville, Amy Lelyveld, Bimal Mendes, Joeb Moore

503a, Architectural Design 6 credits. (Required in M.Arch. I third term.) The studio concentrates on a medium-scale institutional building, focusing on the integration of program, site, composition, form in relation to structure, and methods of construction. Interior spaces are studied in detail. Large-scale models and drawings are developed to explore design issues. Prerequisites: 501a, 502b. Keith Krumwiede, coordinator; Andrew Benner, Peter de Bretteville, Makram el Kadi, Martin Finio, Mario Gooden, Mimi Hoang, M.J. Long

504b, Architectural Design 6 credits. (Required in M.Arch. I fourth term.) The studio, an introduction to the planning and architecture of cities, concerns two distinct scales of operation: that of neighborhood and that of the dwellings and the institutional and commercial building types that typically contribute to neighborhood. Issues of community, group form, and the public realm, as well as the formation of public space, blocks, streets, and squares are emphasized. The studio is organized to follow a distinct design methodology, which begins with the study of context and precedents. It postulates that new architecture can be made as a continuation and extension of normative urban structure and building typologies. Prerequisites: 501a, 502b, 503a. Tim Love, coordinator; Sunil Bald, Ljiljana Blagojević, Peggy Deamer, Makram el Kadi, Andrea Kahn, Alan Plattus

^{*}In course titles, *a* designates fall term, and *b* designates spring term. [Bracketed courses are not offered in 2008–2009.] The School reserves the right to change the prescribed course of study as necessary.

506b, Building Project 3 credits. (Required in M.Arch. I second term.) Weekly sessions develop the building and management skills needed for the Building Project. The experience focuses on the means of understanding the process, practice, and scope of the profession. The course involves client contact, programming, design, budgeting, working documentation, and actual construction. It integrates work with a nonprofit client, design of neighborhood infrastructure, and public service practice. The project extends beyond the normal end of spring term; all first-year students are required to work on the project from April 27 through June 26. For more information, see the section on the Building Project on the Web: www.architecture.yale.edu. Prerequisite: 501a. Herbert Newman, Building Project coordinator; Adam Hopfner, director; Paul Brouard and faculty

509a, Post-Professional Architectural Design Studio 9 credits. (Required in and limited to M.Arch. II first term.) This studio is specially designed for incoming post-professional students to introduce them to the School's educational program and faculty. Each student is given the opportunity to examine in depth a sequence of design problems. Fred Koetter, Edward Mitchell

Elective Advanced Architectural Design Studios (Fall)

Elective studios are limited in enrollment. Selection for studios is determined by lottery.

511a, Advanced Design Studio 9 credits. Program to be announced. Massimo Scolari, Davenport Visiting Professor

513a, Advanced Design Studio 9 credits. Program to be announced. David M. Schwarz, Davenport Visiting Professor; Charles L. Atwood, Bass Distinguished Visiting Architecture Fellow

515a, Advanced Design Studio 9 credits. Program to be announced. Diana Balmori, Bishop Visiting Professor; Joel Sanders

517a, Advanced Design Studio 9 credits. Program to be announced. Peter Eisenman, Kahn Visiting Professor

519a, Advanced Design Studio 9 credits. Program to be announced. Francisco Mangado, Saarinen Visiting Professor

521a, Advanced Design Studio 9 credits. Program to be announced. Alan Plattus

Elective Advanced Architectural Design Studios (Spring)

Elective studios are limited in enrollment. Selection for studios is determined by lottery.

512b, Advanced Design Studio 9 credits. Program to be announced. Greg Lynn, Davenport Visiting Professor

514b, Advanced Design Studio 9 credits. Program to be announced. John Patkau, Davenport Visiting Professor

516b, Advanced Design Studio 9 credits. Program to be announced. Demetri Porphyrios, Bishop Visiting Professor

518b, Advanced Design Studio 9 credits. Program to be announced. Ben van Berkel and Caroline Bos, Saarinen Visiting Professors

520b, Advanced Design Studio 9 credits. Program to be announced. Liza Fior and Katherine Clarke, Kahn Visiting Assistant Professors

522b, Advanced Design Studio 9 credits. Program to be announced. William Sharples, Kahn Visiting Assistant Professor

524b, Advanced Design Studio 9 credits. Program to be announced. Thomas H. Beeby

526b, Advanced Design Studio 9 credits. Program to be announced. Keith Krumwiede

599b, Thesis 9 credits. Proposals for the Thesis option must be submitted for review and approval by the Design and Rules Committees by the Friday of Jury Week for the preceding spring term. Proposals must include an abstract, a proposal, a bibliography, a proposed schedule and adviser, a methodology statement, and the student's current portfolio. Students with approved proposals can take an Independent Study with an instructor of choice in the fall term as thesis preparation. Keith Krumwiede, coordinator

BUILDING TECHNOLOGY AND PRACTICE

Michelle Addington, Study Area Coordinator

Fundamental theory and methods of building technologies and the relationship between these technologies, architectural design, and the larger natural environment are explored in courses relating to materials, construction, and structural systems and the environmental technologies that provide healthy, productive, and comfortable environments while sustaining the natural resources of the planet. The courses listed under this study area attempt to relate academic education to architectural practice. Courses required for the M.Arch. I degree introduce students to fundamental analytic theory and its practical application, survey common technical systems used in buildings currently and in the past, and integrate the consideration of these technical systems into architectural design through a series of projects of increasing complexity. Advanced courses investigate specific technical systems in greater detail, survey emerging methods and technologies, and explore the relationship between building technologies and architectural design in current practice and writings.

601a, Structures I 3 credits. (Required in M.Arch. I first term.) An introduction to the analysis and design of building structural systems and the evolution and impact of these systems on architectural form. Lectures and homework assignments cover structural classifications, fundamental principles of mechanics, computational methods, and the behavior and case studies of truss, cable, arch, and simple framework systems. Discussion sections explore the applications of structural theory to the design of wood and steel systems for gravity loads through laboratory and computational exercises and design projects. Homework, design projects, and midterm and final examinations are required. Kyoung Sun Moon



602b, Structures II 3 credits. (Required in M.Arch. I second term.) This course is a continuation of introductory analysis and design of building structural systems. The course introduces materials and design methods of timber, steel, and reinforced concrete. Structural behavior, ductility concepts, movement, and failure modes are emphasized. Geometric properties of structural shapes, resistances to stresses, serviceability, column analysis, stability, seismic, wind load, and lateral force resisting systems are presented. Homework involves calculations, descriptive analysis, and the building and testing of structural models. Midterm and final examinations are required. Prerequisite: 601a. Anne Gilbert

625a, The Liquid Threshold between Order and Chaos 3 credits. This seminar explores the fine line of equilibrium between what makes a structure work and what causes collapse. How do you know a structure is at its limit without witnessing failure? With this challenge, students test the design and destruction (making and breaking) of simple two-dimensional elements refined to their optimum to resist compression, tension, shear, and bending. After exploring the failure mechanisms of simple elements, the seminar investigates three-dimensional systems and the benefit of structural form. The course combines class discussions and workshops to examine a series of projects (including some of the instructors' own) in which failure is imminent or has occurred. Through this discussion, the class explores where structures are vulnerable and how they can be enhanced. Neil Thomas, Aran Chadwick

633a, Environmental Design 3 credits. (Required in M.Arch I third term.) This course examines the fundamental scientific principles governing the thermal, luminous, and acoustic environments of buildings, and introduces students to the methods and technologies for creating and controlling the interior environment. Beginning with an overview

of the Laws of Thermodynamics and the principles of Heat Transfer, the course investigates the application of these principles in the determination of building behavior, and explores the design variables, including climate, for mitigating that behavior. The basic characteristics of HVAC systems are discussed, as are alternative systems such as natural ventilation. The second half of the term draws on the basic laws of physics for optics and sound and examines the application of these laws in creating the visual and auditory environments of a building. Material properties are explored in detail, and students are exposed to the various technologies for producing and controlling light, from daylighting to fiber optics. The overarching premise of the course is that the understanding and application of the physical principles by the architect must respond to and address the larger issues surrounding energy and the environment at multiple scales and in domains beyond a single building. The course is presented in a lecture format. Homework, computational labs, design projects, short quizzes, and a final exam are required. Michelle Addington

636a, Sustainable Design: Larger Issues and Detailed Methods 3 credits. This seminar looks broadly at sustainable architectural design, reviewing environmental issues, key documents, and larger-scale strategies and, then narrowly, at the current and emerging detailed methods used to support design development of sustainable buildings, communities, and cities. Devised to complement 633a, Environmental Systems in Buildings, this seminar reviews the evolution of the notion and need for sustainability; considers case studies of innovative community, urban, and regional-scale strategies of sustainable design; surveys recent sustainable design assessment methods, design guidelines, and standards; considers case studies of innovative buildings shaped by these methods; and provides a broad overview of advanced simulation methods used in the design development of these innovative buildings and communities. Limited enrollment. Naomi Darling

[638a, Simulation and High-Performance Green Design 3 credits. In the past two decades, thermal airflow and air quality performance simulations have played an increasingly important role in the design of high-performance green buildings and, most recently, in green campuses and communities. In the best of circumstances, these simulations tools have fostered innovation by enabling consideration of unprecedented capabilities. This seminar reviews the scope, development, applications, and limitations of these simulation tools; considers case studies of larger projects that have relied on these tools; introduces students to the underlying theory of these tools through the guided development of their own simulations tools; and engages students in the application of these tools to their own design projects. Limited enrollment. Not offered in 2008–2009. James Axley]

640b, Architecture as Building 3 credits. This course analyzes the major buildings of this century through detailed dissection of their methods of construction. Graphic display of the major systems that make up a contemporary work of architecture allows for a reconstruction of the design process and re-establishes the thought patterns that formed the design priorities. Emphasis is on the relation of systems of structure and enclosure with the required technical systems. Limited enrollment. Thomas Beeby

648b, Systems Integration and Development in Design 3 credits. (Required in M.Arch. I fourth term.) This course is an integrated workshop and lecture series in which students develop the technical systems of preliminary design proposals from earlier studio work. The careful advancement of structural form and detail, environmental systems, and envelope design, as well as an understanding of the constructive processes from which a building emerges, are all approached systematically, as elements of design used not only to achieve technical and performance goals but also to reinforce and re-inform the conceptual origins of the work. The workshop is complemented by a series of lectures from leading structural, environmental, and envelope consultants. Detailed technical drawings and analyses are required. Martin Finio, coordinator; Steven Baumgartner, Peter Chow, Nikolas Dando-Haenisch, Kenneth Gible, Anne Gilbert, Erleen Hatfield, Robert Haughney, John Jacobson, Andrew Marchesin, Craig Razza, Edward Stanley, Barry Svigals, Laura Turlington, and faculty

655a, Architectural Practice and Management 3 credits. (Required in, and limited to, M.Arch. I fifth term. No waivers allowed.) The process by which an architectural design becomes a building requires the designer to control many variables beyond the purely aesthetic. This course provides an understanding of the fundamentals of organizing and managing architectural projects and examines accompanying issues of practice and the profession. Using the project process as an armature, lectures explore the role and function of the architect, the legal environment, evolving types of practice, fees and compensation, building project teams, and planning and executing a project. Phillip Bernstein

657b, Issues in Contemporary Practice 3 credits. This course, in weekly seminars with practitioners from architecture and related fields, addresses the broad view of practice beyond core design and the practicalities of running architectural projects. Topics discussed answer such questions as what firms look for when they hire recent graduates; how clients select architects; how architects find commissions; how projects get publicized and published; what are the keys to selecting and working with good collaborators like engineers, consultants, and contractors; how to start your own practice; and how to work with owners and developers. Limited enrollment, available only to graduating M.Arch. I and M.Arch. II students. John Apicella, Phillip Bernstein

659a or b, Independent Course Work 3 or 6 credits. Program to be determined with a faculty adviser of the student's choice and submitted, with the endorsement of the study area coordinator, to the Rules Committee for confirmation of the student's eligibility under the rules. (See the School's *Academic Rules and Regulations*.)

The following courses offered elsewhere in the University may be taken for credit with permission of the instructor.

DRAM 102a/b (full-year course), Scene Design 3 credits each term. An introduction for all non-design students to the aesthetics and the process of scenic design through critique and discussion of weekly projects. Emphasis is given to the examination of the text and the action of the play, the formulation of design ideas, the visual expression of the ideas, and especially the collaboration with directors and all other designers. Three hours a week. Ming Cho Lee, Michael Yeargan

DRAM 109a/b, Structural Design for the Stage This course concurrently develops the precalculus mathematics and physical sciences requisite for advanced study in modern theater technology, and concentrates on the application of statics to the design of safe scenic structures. Assignments relate basic principles to production applications. Two hours a week. Bronislaw Sammler

ECON 737a, Economics of Natural Resources Linking of abstract economic concepts to concrete policy and management decisions. Application of theoretical tools of economics to global warming, pollution control, fisheries, forestry, recreation, and mining. Robert Mendelsohn

F&ES 300b, Technology and Environment An introduction to the environmental aspects of the production of materials, the manufacture of products, the construction of buildings and roadways, the provisioning of services, and the recycling of objects, components, and materials. Examination of the technological processes by which modern society accomplishes its purposes, their potential to cause environmental damage, and prospects for improvement, using local, regional, and global perspectives. Thomas E. Graedel

F&ES 40004a, Archetypes and the Environment 3 credits. This course explores the mythologies, literatures, arts, and folklore of a variety of cultures in search of archetypal characters whose role is to mediate between nature and society. Beginning with sources as early as The Epic of Gilgamesh and ending with contemporary film and media, the course seeks to examine and understand the ways in which diverse peoples integrate an awareness of their traditional and popular arts and cultures. The course makes use of works from a variety of languages, including Akkadian, Greek, Tibetan, Bhutanese, Chinese, German, French, and Italian, but all readings are available in English; students with reading abilities in foreign languages will be encouraged to examine primary sources wherever possible. The course includes visits to the Beinecke Rare Book and Manuscript Library, the Yale Center for British Art, and the Yale Art Gallery. Three hours lecture/discussion. Paul A. Draghi

F&ES 50104b, Seminar in Ecological Restoration 3 credits. The purpose of this course is to summarize theoretical and practical ecological knowledge on how to restore or rehabilitate degraded landscapes. Degraded landscapes usually exist in a complex mosaic that is constantly changing. Each of these conditions has characteristics that must be taken into account when developing restoration strategies. Topics include: Concepts and principles of ecological restoration. Types of disturbances, forest succession, and ecosystem rehabilitation. Soil formation and development. Strategies for rehabilitation of soil's physical and chemical properties. Sustainable agriculture and soil conservation. Reforestation of degraded lands: ecological and socioeconomic considerations. The use of plantations as accelerators of forest succession. Restoration of inland and coastal wetlands. Techniques to control invasive species. The fragmented forest landscape, connectivity and isolation. Agroforestry systems as a tool for recovery and conservation of biodiversity. Biological and economic enrichment of overlogged and secondary forests. Pasture degradation and restoration for productivity, sustainability, and biodiversity. Reclamation of mine spoils. Forest fires. Who does restoration? Community participation and challenges to implementation of restoration projects. Monitoring and evaluation

of restoration projects. In addition, seminar presentations by visitors and students and discussion sessions deal with particular aspects of restoration. Prerequisite: F&ES 32007a or 32006a, or equivalent (check with instructor). Three hours lecture per week, three field trips. Florencia Montagnini

F&ES 52012a, Global Resources and the Environment 3 credits. The world's climate, soils, water, plant and animal species, mineral and organic resources, and people are neither equally nor randomly distributed throughout the earth; and each has changed and will continue to change. Both the distribution and change can be understood (at least to some extent) based on "uniform processes" that occur repeatedly throughout the world. Students can better understand behaviors of one aspect of the environment at one location if they have a global overview of many aspects and their behaviors and interactions. The course has three objectives: (1) To give students an understanding of the present global distribution and changes with time of the resources, people, and other factors including climates, geomorphic areas, water, species, human communities and populations, agriculture, forest products, inorganic commodities, and energy. (2) To give students an understanding of how to access and utilize information on global resources. (3) To give students an understanding of important issues and management approaches, including species protection and extinctions, resource depletion and sustainability, catastrophic events, soil and water maintenance and degradation, atmospheric change and carbon sequestration, populations and life styles, resource substitution and economics, consumption, recycling, and substitution patterns and potential changes (through lectures, readings, analyses, and case studies). Chadwick D. Oliver

F&ES 83026a, Technology, Society, and the Environment 3 credits. This seminar addresses technology's dual role as both source and remedy of global environmental change. The seminar first discusses conceptual and theoretical aspects of technological change from an interdisciplinary perspective including social science, history, economics, engineering, as well as management theory. Examples of technological change and its environmental impacts in agriculture, industries, and the service economy are addressed through case studies. Questions discussed include: Why are some technological innovations successful (e.g., cell phones) while others (e.g., fast breeder reactors) are not? What determines rates of change in the adoption of new technologies and how can these be accelerated? How many people can the earth feed? Is dematerialization actually occurring, and why? What are the implications of the Internet's digital North-South divide and what are strategies to overcome it? Active student participation is an essential ingredient of the seminar; students participate in seminar debates, perform case studies in home assignments, and also write a (short) final term paper on a mutually agreed-upon topic. Arnulf Grubler

F&ES 86062b, Theory and Practice of Restorative Environmental Design 3 credits. This course examines the theory and practice of sustainable, green, or what is called here "restorative environmental design." The objective of restorative environmental design is to create a more compatible relationship between the human built and natural environments. Two basic objectives include avoiding, minimizing, and mitigating adverse impacts of modern design and development on natural systems and human health; and enhancing and promoting a positive and beneficial relationship between



people and nature in the built environment. Low environmental impact topics include energy, resources, products, materials, wastes, landscape. Positive environmental impact or “biophilic” design issues focus on “organic” and “vernacular” design strategies. Stephen R. Kellert

[F&ES 96006a, Greening the Industrial Facility]

F&ES 96007b/ENAS 645b, Industrial Ecology 3 credits. Industrial ecology is an organizing concept that is increasingly applied to define the interactions of today’s technological society with natural and altered environments. Technology and its potential for change are central to this subject, as are implications for government policy and corporate response. The course discusses how industrial ecology serves as an environmentally related framework for technology, policy, and resource management in government and society. Thomas E. Graedel

F&ES 96018b/ENVE 360b/ENAS 660b/360b, Green Engineering and Sustainability 3 credits. This course focuses on a green engineering design framework, the Twelve Principles of Green Engineering, highlighting the key approaches to advancing sustainability through engineering design. The class begins with discussions on sustainability, metrics, general design processes, and challenges to sustainability. The current approach to design, manufacturing, and disposal is discussed in the context of examples and case studies from various sectors. This provides a basis for what and how to consider when designing products, processes, and systems to contribute to furthering sustainability. The fundamental engineering design topics to be addressed include toxicity and benign alternatives, pollution prevention and source reduction, separations and disassembly, material and energy efficiencies and flows, systems analysis, biomimicry, and life cycle design, management, and analysis. Julie Zimmerman

MATERIALS AND PRODUCTION

D. Michelle Addington, Study Area Coordinator

The Materials and Production study area emphasizes those aspects of architectural education that deal directly with properties of materials. Courses emphasize actual production, as opposed to design through representation, by examining the relationships between material, detail, joinery, and mass vs. crafted production. Particular emphasis is put on the relationship between tactility and visuality and, as digital construction becomes increasingly prominent, the new relationship between the computer and the physical world.

661a, Materials and Morphology 3 credits. (Required in M.Arch. I second term.) This course provides an introduction to the key relationships that exist between physical materials, building technologies, and three-dimensional form making. Weekly lectures and hands-on workshops introduce major themes in the technologies and materials used for building. The course expands on discussions of 3-D form from 802a in the previous term and explores ideas of 3-D form in real scale with actual building materials. Lectures provide an historic context for the development of tools and their application to materials, as well as specific material qualities and formal ideas appropriate to, and consistent with, both materials and tools. Workshops provide demonstrations and the opportunity to work physically with a wide variety of tools and materials. Kimo Griggs

665a, Material Formation in Design 3 credits. This course presents historical, contemporary, and emerging methods of material formation from a designer's perspective. Emphasis is placed on those processes especially useful for custom architectural fabrication, enabling students to capitalize on the opportunities generated by computer-aided design and manufacturing (CAD/CAM). As the term progresses, component design and fabrication project assignments feature increasingly complex 3-D geometries. Students choose from a variety of 3-D modeling programs and use these in conjunction with conventional sketch-based ideation to create their designs. Students then fabricate their projects using the School's wide array of computer-numerically controlled (CNC) additive and subtractive material forming equipment. Limited enrollment. Kevin Rotheroe

667b, Craft, Materials, and Computer-Aided Artistry 3 credits. This course reviews materials and computer-aided manufacturing (CAM) processes especially suited for digitally crafting inspired and unique architectural components. Students use 3-D modeling programs, including a digital environment that mimics carving actual materials, and then translate their designs into tangible prototypes using a wide range of CAM equipment. Required projects feature increasingly complex geometry as the course progresses. Limited enrollment. Kevin Rotheroe

674a, Architectural Product Design 3 credits. This studio course attempts to broaden the design experience by concentrating on the design and innovation of three-dimensional architectural objects not usually found within architectural commissions. Students are required to design and fabricate full-size, working prototypes of five small objects such as weather vanes, andirons, step stools, mailboxes, bird houses, etc. Emphasis is on wood and metal, but all materials are considered. Issues of detail, scale, proportion, aesthet-

ics, manufacturing, and commercial viability are explored. Limited enrollment. John Jacobson, Lindsay Suter

[678b, Materials and Meaning 3 credits. This seminar focuses on the potential for meaning in the use of materials through specifications, context, detailing, juxtaposition, and history. Special attention is paid to readily available manufactured products. Weekly readings, one class presentation, and two built projects are required. Limited enrollment. Not offered in 2008–2009. Deborah Berke]

681b, Furniture Design and Fabrication 3 credits. The final product of this design class, a finished, working, full-scale piece of furniture, is understood as a part of the set of courses addressing the role that the direct consideration of materials contributes to architectural design. The required materials, sequences, and programs emerge from an effort to relate the work of this class to questions of process and materiality in architecture more generally. So the attitude toward materials and their assembly should be prejudiced toward those that to some extent mimic architecture. The emphasis is on common materials joined and formed by standard procedures to serve unique purposes in unusual contexts and adapted to new programs. Prerequisite: 802a or permission of instructor. Limited enrollment. Peter de Bretteville

682b, Aluminum Design: Casting and Production 3 credits. This seminar follows the critical path of designing and producing an object (furniture, sculpture, assembly, etc.) by combining aluminum castings and stock materials. Input from a local foundry included. A completed work is an absolute requirement. Limited enrollment. Edward Parker

[684b, Smart Materials 3 credits. This seminar explores the basic characteristics and families of smart materials, with a special focus on materials and technologies that have a relationship to vision. The course examines, in depth, materials and technologies such as LEDs, smart glazing, displays and interactive surfaces, and explores some of the contemporary experiments taking place in the architectural profession. Each student is required to coherently discuss material fundamentals and comprehensively analyze current applications. The course culminates with each student focusing on a material characteristic with which to explore different means of technology transfer in order to begin to invent unprecedented approaches. There are several exploratory assignments and a final design experiment. Limited enrollment. Not offered in 2008–2009. Michelle Addington]

688b, Ornament and Technology 3 credits. This course examines contemporary interests in digital fabrication relative to the historically complex relationship between technology and the production of ornament and decoration. The seminar surveys the history of ornament from 1851 to the present in order to identify various, and often conflicting, definitions of the term and to examine a series of diverse case studies. The intention is to outline the potential for digital fabrication to contribute to renewed considerations of the decorative in contemporary architecture, by exploring strategies of figuration, organization, and technique to which these technologies can be readily applied. The course begins with a series of weekly readings, presentations, and case study analyses, and culminates in a final design project and presentation. Limited enrollment. Ben Pell



[690a, Display and Fabrication 3 credits. This seminar proposes the apparatus of display as a site for architectural investigation. Beginning with a brief survey of the history of display culture—from the development of the public museum and the department store in the eighteenth and nineteenth centuries to more recent interests in mechanisms of vision and surveillance—this seminar examines the changing role and increased visibility of the apparatus in defining the relationships between observer and observed in various, contemporary contexts of display. At the center of this discussion is the nature of the device itself and its potential to both mediate and generate content in ways particular to small-scale and temporary installations. These issues are discussed through weekly readings and case study analyses, and they are explored at full scale through the ongoing design and critique of display prototypes. Student research develops strategies of production, material effect, and interaction, and identifies ways in which the flexibility of digital fabrication can enable a new engagement with conditions of excess—such as decoration and affect—that would have been previously stripped away from systems of display based on standardized production. The course culminates in a final design project and presentation. Limited enrollment. Not offered in 2008–2009. Ben Pell]

693a, Studies in Light and Materials 3 credits. Lighting is by far the single largest consumer of electricity in the United States. As a result, the majority of “green” guidelines for building design call for an increase in the use of daylight. The incorporation of daylight into buildings has tended to be problematic—bringing large heat gains and thermal swings at the building envelope and, in many cases, requiring more artificial illumination to offset the high contrasts. If we could begin to respond to and interact with the transient and specific behavior of daylight, rather than asking daylight to act as a direct substitute for electrical lighting, then we may be able to enhance the human visual experience while significantly reducing energy usage. This seminar examines the physics and behavior of

daylight. New materials and technologies, such as light pipes, light directing films, fiber optics, and the “smart” chromagenics, are considered; and simulation tools are used for analysis. In addition, advances in discrete electrical lighting technologies, including LED’s and many luminescing materials, are examined. Students are asked to build—physically and/or virtually—installations that manipulate the properties and behavior of light and daylight. Limited enrollment. Michelle Addington

695b, Site + Building 3 credits. This seminar investigates buildings and their sites. Conceived as a vehicle for understanding the relationship between site and building through critical analysis, the course examines ancient, historic, and contemporary works of architecture and landscape architecture. Material includes works by Hadrian, Diocletian, Michelangelo, Raphael, Palladio, Durand, Schinkel, Lutyens, Asplund, Aalto, Wright, Mies, Kahn, Neutra, Saarinen, Scarpa, Bawa, Krier, Eisenman, Ando, and Gehry. The seminar focuses on site organization strategies and philosophies of site manipulation in terms of topography; urban, suburban, and rural context; ecology; typology; spectacle; and other form-giving imperatives. Methods of site plan representation are also scrutinized. Requirements include three significant readings, one major class presentation, and the keeping of individual class notebooks. Stephen Harris and visitors

699a or b, Independent Course Work 3 or 6 credits. Program to be determined with a faculty adviser of the student’s choice and submitted, with the endorsement of the study area coordinator, to the Rules Committee for confirmation of the student’s eligibility under the rules. (See the School’s *Academic Rules and Regulations*.)

HISTORY AND THEORY

Eeva-Liisa Pelkonen, Study Area Coordinator

The relationship between design, history, and theory is explored in a broad range of courses in which the analysis of buildings, cities, landscapes, and texts supports the articulation and criticism of fundamental concepts, methods, and issues. Historical and contemporary projects and writings are studied in context and as part of the theoretical discourse of architecture.

The introductory history and theory course (701a) provides an introduction to the history of modern architecture and its contemporary critique. This course is followed by 704a, Case Studies in Architectural Theory, 1680–1987, normally to be taken in the third term. All students must also take 703b, Contemporary Architectural Theory. In addition, M.Arch. I students must satisfactorily complete two elective courses in this study area that fulfill the History and Theory elective requirement, one of which should be in a non-Western subject.

The M.Arch. I History and Theory two-course elective requirement may be fulfilled by selecting from among the History and Theory courses designated with an asterisk (*) prior to the course number as well as 912a, 914b, 922a, 925a, and HSAR 732a. Permission of the study area coordinator is required for credit toward the History and Theory elective requirement for any course not designated. Note that 912a, 914a, 922a, 925a, and HSAR 732a cannot be used to satisfy both the History and Theory and the Urbanism and Landscape elective requirements.

Advanced courses may be taken at any time after the completion of 701a or with permission of the study area coordinator to waive the introductory course. The required electives are not a prerequisite for other advanced courses, and those courses may not be substituted for it. All exceptions, waivers, and substitutions must be approved by the study area coordinator and the Rules Committee.

701a, Modern Architecture 3 credits. (Required in M.Arch. I first term.) The course embraces the last century and a half in the history of architecture, when traditional fables began to yield to more scientifically conceived ideas of architecture's role in the creation of civilizations, when architecture began to contribute more directly to social and philosophical systems, and when expanding print and media culture accelerated the migration of ideas. In this course, major centers of urban culture and their characteristic buildings alternate with attention to individual concepts and their impact in an increasingly interconnected and global culture of architecture. Kurt W. Forster

703b, Contemporary Architectural Theory 3 credits. (Required in M.Arch. I fourth term; and in M.Arch. II and M.E.D. second term.) This course is a survey of theoretical and critical literature on contemporary architecture. It explores the texts of Marxism and the Frankfurt School, post-structuralism, and psychoanalysis as well as current debates in globalization, urban geography, mass customization, and post-criticality, among others. Ariane Lourie

704a, Case Studies in Architectural Theory, 1680–1987 3 credits. (Required in M.Arch. I third term.) History of Western architectural theory, 1680–1987, through the close reading of primary texts. Lectures place the readings in the context of architectural history; the texts are discussed in required discussion sections. Topics include architecture of the Enlightenment, the picturesque, debates regarding style, historicism, and eclecticism, Gothic Revival, questions of ornament, architectural modernism, functionalism, new monumentality, critiques of modernism, and various currents of postmodernism. Ariane Lourie

***714a, Methods and Research Colloquium** 3 credits. (Required in M.E.D. first term.) This course introduces students to methods of architectural writing and research, laying the groundwork for an advanced research project. By investigating various text genres, such as surveys, journalism, manifestos, scholarly essays, critical essays, and narratives, this course studies ways of writing about architecture, urbanism, and the environment. Recent debates concerning the relationship between architectural history and theory and the questions about disciplinary and interdisciplinary boundaries are explored. Students are introduced to hands-on research through a series of library, archival, and GIS workshops that take place outside of class time. Students are expected to present different writing styles and formats through weekly assignments. Limited enrollment. Peggy Deamer

717a, Issues in Architecture and Urbanism 3 credits. (Required in, and limited to, M.Arch. II third term.) Current issues in architecture and urbanism, explored through seminars and case studies introducing methods and theories of architectural research. Fred Koetter

723a or b, Independent M.E.D. Research 3–6 credits first term; variable credits remaining terms.† (Required in and limited to M.E.D. each term.) The proposal submitted with the admissions application is the basis for each student's study plan, which is developed in consultation with faculty advisers. Independent research is undertaken for credit each term, under the direction of a principal adviser, for preparation and completion of a written thesis. The thesis, which details and summarizes the independent research, is to be completed for approval by the M.E.D. committee by the end of the fourth term. M.E.D. faculty

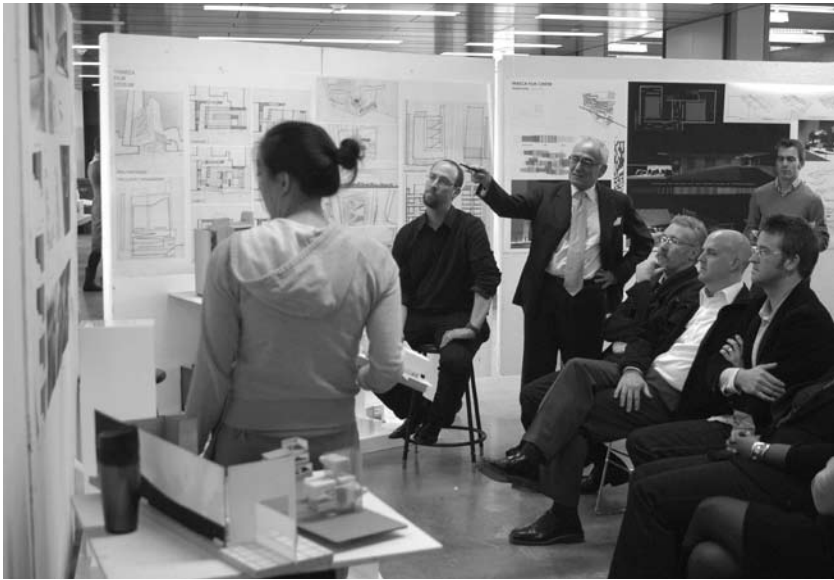
***746a, Modernism and Environmentalism in the Twentieth Century** 3 credits. The seminar explores connections among the social, technological, and formal proposals of architectural modernism as well as the connections between the growing concern over the destructive nature of human interaction with the natural environment. Looking at both well-known practitioners, such as Le Corbusier, Wright, and Neutra, and other architects less prominent in the historical literature, such as Ian McHarg, Candilis-Josic-Woods, and many others, this seminar is interested in how architectural practices have been privileged sites for the cultural expression of the technological possibilities of modernity, and in how these practices proposed new engagements with policy makers, cultural groups, and industry to remake systems of human/nature interdependence. Less a pre-history of sustainability than a counter-history of modernism, this course presents practical and theoretical innovations in architecture as resonant across a much larger field of cultural inquiry, and proposes that the history of architecture is an especially potent framework for understanding the social and technological issues of environmentalism in the twentieth century. As a research seminar, the course material acts as a springboard to further research of the issues presented and culminates in a formal student presentation and a term paper based on primary research. Limited enrollment. Daniel Barber

***747a, Modern Japanese Architecture** 3 credits. This seminar studies the roots and genealogy of modern Japanese architecture—from the late nineteenth century, with Japan's opening to the outside world after nearly two hundred years of isolation, through the "modern" phase beginning in the 1920s. The seminar attempts to understand the relationship between Japanese tradition and modernity within the context of Asia and the Occident. Personages and trends of modern Japanese architecture, beginning with the early students of Western architecture of the nineteenth century to the more recent practitioners such as Ito, Kuma, and Sejima, are explored. Students are required to give one presentation and a final paper. Limited enrollment. Hikeaki Ota

[748b, Gross Domestic Product: A Research Seminar on the House] 3 credits. This research seminar investigates and reports on the state of the contemporary, speculative, single-family American house. While cognizant of the larger networks within which the house resides, this seminar focuses its research on the house itself and its immediate environment, the subdivision. The class collectively produces a graphic document that not only charts the historical development of the American single-family home, but

*This course qualifies to fulfill one of the two-course M.Arch.I History and Theory elective requirements.

†Variable credits are determined in consultation with the director of M.E.D. Studies.



also, more critically, reports on its current status, as well as trends for the future. Each student is responsible for a particular research territory that may include changing design directions, construction techniques (the ubiquitous platform frame), marketing strategies, subdivision development trends, financing methods, material transformations, the arrival of “smart” houses, and the boom in shelter magazines. Lectures by invited speakers and field trips supplement individual research that uses national databases, builder Web sites and plan catalogs, mortgage finance materials, shelter magazines, and personal interviews. Limited enrollment. Not offered in 2008–2009. Keith Krumwiede]

***749b, Case Studies in Modern Architectural Criticism** 3 credits. This seminar concentrates on issues that influence the way modern buildings and their architects are perceived by critics, scholars, and the public. The careers of Frank Lloyd Wright, Eero Saarinen, Louis Kahn, Philip Johnson, and Robert Venturi provide a framework for the examination of how patronage, fashion, social change, theory, finance, and politics affect the place of prominent architects and their work in the historical record. Readings include such critics as Reyner Banham, Catherine Bauer, Alan Colquhoun, Henry-Russell Hitchcock, Ada Louise Huxtable, William Jordy, Lewis Mumford, Colin Rowe, Vincent Scully, John Summerson, and Manfredo Tafuri. Responding to lectures by the instructor and visitors, students develop criteria for judging architectural quality (program, site, “message,” details, etc.), and then apply those criteria in three brief analytical papers that build toward a 2,500-word research paper investigating the elements that contributed to the “success,” “failure,” or “reevaluation” of an individual building, an architect’s career, or a body of architectural work. All written assignments are reviewed in individual conferences with the instructor. Limited enrollment. Carter Wiseman

*[**750b, Architectural Multiplications** 3 credits. This seminar investigates contemporary approaches to architecture, in which the question of multiplication is made thematic, and proposes a theoretical approach to understanding a series of buildings and books since the early 1990s, such as the Yokohama Ferry Terminal, Animate Form, the Eyebeam competition, Farmax, the Embryological House, Move, and SMLXL. Limited enrollment. Not offered in 2008–2009. Emmanuel Petit]

***751b, Ornament Theory and Design** 3 credits. This course reviews the major theories governing ornament in Western architecture, with special emphasis on nineteenth- and twentieth-century arguments. The ultimate focus is on the language of ornament in the framework of building and urban space today. Readings, exercises, and individual final projects are required. Limited enrollment. Kent Bloomer and visitors

*[**752b, Contemporary Architectural Discourse Colloquium** 3 credits. Organized by second-year M.E.D. students in collaboration with the director of M.E.D. Studies, this colloquium brings in guest speakers from all disciplines to discuss their work around a selected topic. Not offered in 2008–2009. Limited enrollment. Eeva-Liisa Pelkonen]

***753b, Performance Criticism: Reyner Banham** 3 credits. This seminar examines the performance-based critical method of Reyner Banham, a central figure in the construction of post-war architectural discourse and founding member of the Independent Group, from his early reflections on the foundation myths of modern architecture through to his wide-ranging examination of architecture's erratic engagement with the changing material, cultural, and technological landscape of the twentieth century. The course includes lectures by the instructor but focuses on weekly readings and discussions of primary texts by Banham and other Independent Group players including Richard Hamilton, Alison and Peter Smithson, and Lawrence Alloway. Students are responsible for a written and oral presentation that assesses the performance of a contemporary project. Limited enrollment. Keith Krumwiede

***756b, Light, Architecture, Urban Screens** 3 credits. This seminar explores the history, theory, and practice of architectural illumination and the notion of electric light as a “building material” and considers the current interest in urban screens and media facades. The course follows a historic trajectory from ca. 1900 to the present and introduces students to the most important techniques, protagonists, and debates over the past 100 years. In conjunction with the preparation and current research for an exhibition at the School of Architecture in the fall of 2010, particular emphasis is placed on the work of Yale's theater and architectural lighting designer Stanley McCandless and his student Richard Kelly, who became the most important lighting designer in twentieth-century modern architecture, profoundly changing the appearance of seminal buildings by Louis Kahn, Ludwig Mies van der Rohe, Richard Neutra, Eero Saarinen, and others. Limited enrollment. Dietrich Neumann

***757a, The Construction of Exactitude: Classicism and Modernism** 3 credits. This seminar critically considers modern classicism not only as a compositional design method and as an evocation of precedents, but also as a language of clarity, reduction, and economy

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resistant to an unquestioned avant-gardist predilection for the “new.” Beginning with the fixed principles that were the legacy of nineteenth-century French and German Neoclassicism (unity, symmetry, proportion), the seminar continues up through the Rationalism and Formalism that followed the Second World War. Issues explored include the concepts of the ruin and monumentality; the Modern Movement’s analogies to the classical; and the representation of interwar national and political ideologies. Works studied include those by architects, literary/artistic figures, and theorists such as Richardson, Garnier, Perret, Le Corbusier, Rossi, Asplund, Lutyens, Terragni, Speer, Mies, SOM, Kahn, Valéry, Gide, de Chirico, Calvino, Rowe, Krier, Eisenman, Stern, Porphyrios, and Colquhoun. Limited enrollment. Karla Britton

***758b, Ten Buildings, Multiple Strategies, 1950–2000** 3 credits. This seminar provides a close reading of ten buildings and projects that mark a point of inflection in the works of Moretti, Mies, Le Corbusier, Kahn, Stirling, Venturi, Rossi, Koolhaas, Libeskind, and Gehry. Students are encouraged to probe the rationale for selection of these seminal works, examining alternative readings and relationships to precedents. Limited enrollment. Ariane Lourie

***[759b, Architecture: Fragment and the Absolute** 3 credits. This seminar investigates the theoretical underpinnings of the diverse strands of formalism in the architectural discussion of the 1970s and early 1980s. Passing from the analysis of structural theories of form, to its semantic configurations, and to its post-structuralist displacements, the seminar sheds light on the intellectual trajectory of a specific historical period after Modern architecture and within modernism. Special emphasis is given to the discussions around the Oppositions group and to the influence of French philosophy on formalist architecture. The second half of the seminar relates the proposed topics to built architectural artifacts, and thus stresses the mutual interdependence of physical object and architectural theory. The seminar analyzes how formalist transformations build relationships to modernist precedent from which to “swerve.” The architectural objects studied include Rossi’s Teatro del Mondo, the Parc de la Villette competition projects, Isozaki’s Electric Labyrinths, Koolhaas’s Exodus, Stirling’s Staatsgalerie, and Hejduk’s Masks. Limited enrollment. Not offered in 2008–2009. Emmanuel Petit]

***760a, Critical Architecture.** 3 credits. This seminar introduces students to contemporary forms of critical architectural theory and practice by concentrating on those works that can be seen as resisting hermetic formal systems or the simplistic packaging of external economic and/or social need. The seminar traces the lineages of contemporary critical architecture to photography, film, theater, and other art forms of German Expressionism, Dada, and Russian Avant-Garde experiments. The first section of the course consists of introductory lectures by the instructor. The second section consists of student presentations. A fifteen-page research paper is required. Mario Gooden

761b, Film Architecture 3 credits. This lecture course analyzes selected chapters in the history of cinematic set design through the twentieth century and presents masterpieces, major movements, protagonists, and crucial theoretical debates. In addition, the course examines the depiction of the city through film and the role of the movies as a reflection, commentary, and experimental laboratory for contemporary architecture. Attendance at

the lectures and weekly one-hour discussion sections is required. A fifteen-page research paper or short video project as well as a final examination is required. (If the fifteen-page research paper is selected, this course qualifies to fulfill one of the two-course M.Arch. I History and Theory elective requirements.) Dietrich Neumann

***765a, History of Landscape Architecture: Antiquity to 1700 in Western Europe** 3 credits. This course presents an introductory survey of the history of gardens and the interrelationship of architecture and landscape architecture in Western Europe from antiquity to 1700, focusing primarily on Italy. The course examines chronologically the evolution of several key elements in landscape design: architectural and garden typologies; the boundaries between inside and outside; issues of topography and geography; various uses of water; organization of plant materials; and matters of garden decoration. Specific gardens or representations of landscape in each of the four periods under discussion—Ancient Roman; medieval; early and late Renaissance; and Baroque—are examined and situated within their own cultural context. Throughout the seminar, comparisons of historical material with contemporary landscape design are made. Limited enrollment. Bryan Fuermann

***766b, History of British Landscape Architecture: 1600 to 1900** 3 credits. This seminar examines the history of landscape architecture and of the idea of nature in Britain from 1600 to 1900. Topics of discussion include Italian and French influences on the seventeenth-century British garden; the Palladian country house and garden; naturalism and the landscape park as national landscape style; garden theories of the picturesque and of the sublime; Romanticism and the psychology of nature; the creation of the public park system; arts and crafts landscape design, and modernist landscape idioms. Comparisons of historical material with contemporary landscape design are emphasized throughout the term. The collection of the Yale Center for British Art is used for primary visual material, and a trip to England over spring break, partially funded by the School, allows students to visit firsthand the landscape parks studied in this seminar. Limited enrollment. Bryan Fuermann

768a, Writing on Architecture 3 credits. The goal of this course is to train students in the principles and techniques of nonfiction writing as it applies to architecture. The course includes readings from the work of prominent architects, critics, and literary figures, as well as varying types and lengths of writings, such as brief reviews of books and exhibitions, opinion pieces, and formal presentations of buildings and projects. The main focus of the course is an extended paper on a building selected from a variety of types and historical periods, such as skyscrapers, private houses, industrial plants, gated communities, malls, institutional buildings, and athletic facilities. Limited enrollment. Carter Wiseman

***769b, Religion and Modern Architecture** 3 credits. The design of religious architecture challenges the creative capacities of prominent architects, yet this domain has largely gone unnoticed within the field. In an inter-religious and inter-disciplinary context, this

*This course qualifies to fulfill one of the two-course M.Arch.I History and Theory elective requirements.

seminar offers a fresh examination of the history of modern architecture through a close analysis of a single building type – the religious building (mosques, churches, synagogues, and temples). Drawing on guest speakers, this course opens a discourse between the disciplinary perspectives of philosophy, theology, liturgical studies, and architectural history and theory on the influence religion has come to exert in contemporary civic life, and the concretization of that role in the construction of prominent religious buildings. Questions addressed include: How can the concept of the “sacred” be understood in the twenty-first century, if at all? In what contexts is it intelligible? In a pluralist society, in which the spiritual is often experienced individually, how can architecture express communal identity or tradition? How are concepts of the ineffable realized in material form? Architects discussed included Perret, Plecnik, Lutyens, Wright, Le Corbusier, Mendelsohn, El-Wakil, Tange, Kahn, Ando, Barragan, Moneo, Eisenman, Hadid, and Shim. Limited enrollment. Karla Britton, Jaime Lara

***771a, Launch: Architecture and Entrepreneurialism** 3 credits. This seminar studies the designer as entrepreneur. Contemporary entrepreneurs usually understand not only how to capitalize a business but also how to play market networks with the viral dissemination of both objects and aesthetic regimes. While the architecture profession has absorbed many of the technologies that markets use in their population thinking, practice is nevertheless structured to support architecture conceived as one-off creations. This seminar considers both historical and contemporary moments in architectural and urban design when architects conceived of buildings, building components, or formats as repeatable products – products that, in the aggregate, may have the power to create an alteration to either a localized or global environment. Each week, the seminar considers the work of two or three architects together with texts that provide critical and theoretical inflection. The architects/firms considered in the first portion of the course include Burham and Root, Alvar Aalto, McKim Mead and White, John Nolen, Thonet designers, The RPAA (MacKaye, Stein, Wright, Bing, Mumford, Whitaker, Chase), Jean Prouvé, Victor Gruen, Morris Lapidus, Charles and Ray Eames, Case Study Houses, Buckminster Fuller, Cedric Price, Archigram, and Emilio Ambasz. In the second portion of the course, a growing number of contemporary examples, such as Chuck Hoberman, SHoP, TED designers, Kieran Timberlake, and Jurgen Mayer, are examined. Limited enrollment. Keller Easterling

[773b, Lateral Strategies: Infrastructure Building and the Successes of Political Subterfuge 3 credits. Comparable to military campaigns, infrastructure building can require titanic physical and political movements of governments. Whether or not such movements are as violent or as epic as warfare, infrastructure building has pervasive and long-term effects on polity. This seminar looks at the organization and character of infrastructure networks and the political dispositions that initiate and implement them. Each week the seminar considers different types of political roles together with a variety of global infrastructure case studies. The seminar’s collaborative project focuses on high-speed ground transportation in America. Limited enrollment. Not offered in 2008–2009. Keller Easterling]

*This course qualifies to fulfill one of the two-course M.Arch.I History and Theory elective requirements.



[775a, **Aldo Rossi** 3 credits. A near contemporary of Venturi, Stirling, Eisenman, and Isozaki, Aldo Rossi (1931–1997) belongs in a generation that since the 1960s began to publish widely and design buildings all over the world. Rossi's books, drawings, models, exhibition installations, and household objects became staples of the profession, suggesting a last outburst of architectural ideas before the advent of the digital age. Rossi conceived of an "analogous architecture," a code of memory linking disparate times and places, while reflecting on their origin in his "Scientific Autobiography." This seminar will read Rossi's key publications, analyze his buildings and projects, and assess the architect's place in the century that invented and outlived the modern. Limited enrollment. Not offered in 2008–2009. Kurt Forster]

[776a, **Opulence and Excess: The Architecture of Techno-Romanticism** 3 credits. This seminar posits that during the past decade digitally produced architecture based on geometric, mapping, and performance-based ambitions has failed to yield the intended results. Instead of relying on these architectural fictions for legitimacy, this seminar examines the emerging interest in formal aesthetics and beauty as vehicles by which architecture can seek to critically engage a new and vibrantly altered twenty-first-century cultural context. As a historic background, the seminar examines the aesthetic debates of the late eighteenth-century transition from Enlightenment to Romantic visual sensibilities. Historic and contemporary texts are used and include the writings of Herder, Berlin, Kant, Zangwill, Lavin, and Kipnis. Similar new romantic sensibilities that are emerging in motion graphics, industrial design, the automotive industry, advertising, fashion, typography, and culinary culture are enlisted to inform student work. A series of experimental formal projects are given that use both digital and material techniques of production. Limited enrollment. Not offered in 2008–2009. Mark Foster Gage]

***[777b, Louis I. Kahn: Context and Detail]** 3 credits. This seminar closely examines the work of Louis I. Kahn, with emphasis on his relationship to such other “romantic resisters” of orthodox Modernism as Frank Lloyd Wright, Eero Saarinen, Paul Rudolph, and Philip Johnson. The course includes on-site study of Kahn’s Yale Art Gallery and his Center for British Art, as well as class visits with the architect’s former colleagues. A research paper is required. Limited enrollment. Not offered in 2008–2009. Carter Wiseman]

***[779b, Design and Disease: New Typologies]** 3 credits. Maintaining urban health has been the focus of major policy reform, which has led toward a reshaping of the modern and contemporary city. This seminar begins with a background survey of propositions for cities, projects, infrastructures, and manifestos in the twentieth century that have been developed out of the urgency of urban health crises, arising from both disease and effects of war, and identifies a variety of new typologies as they have emerged over the last century until the present. The development of specific architectural types, such as hospitals or sanatoriums, is examined as is the work of world governing agencies instrumental to greater public health surveillance. In addition, significant diseases, such as AIDS; powerful drug resistant diseases; emerging epidemics, like SARS; the phenomenon of Sick Building Syndrome; and other environmental concerns are examined as a new context for building. Recent works, such as Zaha Hadid’s Biopolis, Herzog and de Meuron’s Roche projects, SANAA’s Novartis, Rem Koolhaas/OMA’s Hamburg Science Center, and Stefan Behnisch’s CCBR building, are examined as part of student presentations. Limited enrollment. Not offered in 2008–2009. Hilary Sample]

***780a, Architectural Form]** 3 credits. The seminar explores the issue of Formalism as defined by writers, artists, and architects after World War II. Topics include Minimalism, Neo-Constructivism, Deconstructivism, neo-organicism, field theory, and the political aspects of form. Readings include Adorno, Greenberg, Krauss, Eisenman, Smithson, Morris, Wigley, Kipnis, and Allen. Students are expected to formulate a formal thesis in written form by curating an exhibit and writing a catalogue that justifies their choices in terms of both technique and effect. Limited enrollment. Edward Mitchell

***782a, The Autobiographical House]** 3 credits. Architects and artists have long built dwellings for themselves (and for surrogate clients) as showcases of their art, sites of collecting and teaching, and as retreats from professional life. From Thomas Jefferson to Philip Johnson, from John Soane to Eileen Gray and Frank Gehry, building a house of one’s own often harks back to Renaissance and Baroque models while experimenting with new manifestations of the architect’s evolving role. This seminar examines such buildings as well as wide-ranging readings in artistic autobiography. Limited enrollment. Kurt Forster

783b, Making Sense: Space, Technology, and the Body] 3 credits. Challenging our traditional “ocularcentric” understanding of architecture, this seminar explores the overlapping relationship among sight, sound, and touch. Seminar discussions based on required readings treat this subject from a socio-historical perspective, examining how prevailing cultural assumptions about the human body shape and in turn are shaped by the design

*This course qualifies to fulfill one of the two-course M.Arch.I History and Theory elective requirements.

of the built environment. The seminar considers the impact of technology on the senses. Since the nineteenth century, new inventions – from gramophones to iPods – have transformed the human sensorium, profoundly altering how we perceive and interact with the designed environment. After charting these historical developments, the seminar speculates about the future: How can architects harness new materials and technologies to craft new ways of synthesizing multi-sensory experiences in space? How can we devise new representational strategies that convincingly portray our sensory experience of space? Limited enrollment. Joel Sanders

[784b, Twenty-First-Century Infrastructures 3 credits. This seminar examines conditions of reflexive infrastructures found in contemporary cities. It asks the question, How do infrastructures, operating within the public realm, evolve in the expansion and maintenance of cities in response to new developments? As part of the seminar, students read a selection of articles concerned with defining new infrastructures in relationship to surveillance, disease, new technologies, maintenance, ecology, and the environment. Techniques of mapping and modes of representation are examined in various cities, including Beijing, Hong Kong, Singapore, Toronto, Vancouver, Winnipeg, Atlanta, Rotterdam, Bangkok, Hanoi, and Taipei. Limited enrollment. Not offered in 2008–2009. Hilary Sample]

***786b, Diagrammatic Analysis: Criticality after the Index** 3 credits. While formal analysis is sufficient to understand the genesis of historical buildings up until the French Revolution, that approach is no longer sufficient to understand the complexity of contemporary work, which, despite formal moments, introduces new relationships. This seminar is intended to explore analytic methods that provide an understanding of the complexities of current architectural production. The seminar begins with discussions of new material practices and relationships to the production of form. Students are required to make a presentation, whether it be drawings, writing, or animation, of a diagrammatic analysis of a recent building, such as the Seattle Public Library by Koolhaas, his Porto Concert Hall, Herzog and de Meuron's de Young Museum, Zaha Hadid's Rome Market project, or Zera Polo's Yokohama Harbor Project. Limited enrollment. Peter Eisenman

788b, Architecture, Post-9/11 3 credits. This seminar examines the often undiscussed, but impossible to ignore, changes that have entered into our conception of architecture since 9/11. The seminar takes as its premise that the events of 9/11 have subtly but profoundly altered the manner in which we conceive of the potential of our work as architects, be it professional, aesthetic, theoretical, social, or academic. The status of form and theory, the environment and human habitation, production and markets, risk and safety, power and symbolism, are seen through different lenses, whether we are aware of it or not. The seminar moves from the most concretely 9/11 related material – designs for the redevelopment of Ground Zero and the comments they provoked – to the more abstract issues of post-criticality that unwittingly play out themes and positions related to our fear of a diminished role for architects. In between, changing attitudes toward the environment, cities, global production and markets, and fear/risk management are examined. Students are required to make in-class presentations of topics of their choice and write a twenty-page paper. Limited enrollment. Peggy Deamer



790b, Pursuit of Modern Form 3 credits. The seminar surveys theories about the genesis and meaning of modern form put forward by architects and theorists during the early part of the twentieth century. The focus is on what it means to be modern and what constitutes a modern form. The seminar considers different design methods and formal theories that aimed to take into account issues central to modernity, such as dynamism, mobility, internationalism, geopolitics, and new types of experience. Students study texts and works by key architects and theorists who engaged this debate, such as Alvar Aalto, Hans Arp, Adolf Behne, Le Corbusier, Siegfried Ebeling, Naum Gabo, Jean Marie Guyau, Hugo Häring, El Lissitzky, László Moholy-Nagy, Antonio Sant'Elia, Filippo Thommaso Marinetti, Mies van der Rohe, and Henry de Velde. Key artistic and philosophical ideas, such as elementarism, futurism, functionalism, vitalism, constructivism, and biocentrism are addressed. Students produce a research Web site, which allows comparison and cross-referencing between different theories. Limited enrollment. Eeva-Liisa Pelkonen

791c, Rome: Continuity and Change 3 credits. (Open only to M.Arch. I second-year and M.Arch. II first-year students.) This intensive four-week summer workshop takes place in Rome and is designed to provide a broad overview of that city's major architectural sites, topography, and systems of urban organization. Examples from antiquity to the twentieth century are studied as part of the context of an ever-changing city with its sequence of layered accretions. The seminar examines historical continuity and change as well as the ways in which and the reasons why some elements and approaches were maintained over time and others abandoned. Drawing is used as a primary tool of discovery during explorations of buildings, landscapes, and gardens, both within and outside the city. Students devote the final week to an intensive independent analysis of a building or place. M.Arch. I students are eligible to enroll in this course after completing at

least three terms. The course requires an additional tuition charge. Limited enrollment. Stephen Harby, Alexander Purves

799a or b, Independent Course Work 3 or 6 credits. Program to be determined with a faculty adviser of the student's choice and submitted, with the endorsement of the study area coordinator, to the Rules Committee for confirmation of the student's eligibility under the rules. (See the School's *Academic Rules and Regulations*.)

The following courses offered elsewhere in the University may be taken with the permission of the instructor.

HSAR 214b/AMST 214b/ARCG 214b, Anglicization of America: Architecture and Decorative Arts A survey of American domestic architecture and decorative arts from 1600 to the Revolution. Examination of houses, furniture, metals, ceramics, and glass in the various cultures of North America: English, Dutch, French, Spanish, German, and Native American. Topics include the rise of an Anglo polite society, negotiations between different cultures, and regional contexts of production and consumption. Edward Cooke, Jr.

[HSAR 216a, Art and Architecture of Mesoamerica]

HSAR 252b/ARCG 252b/CLCV 175b, Roman Architecture The great buildings and engineering marvels of Rome and its empire. Study of city planning and individual monuments and their decoration, including mural painting. Emphasis on developments in Rome, Pompeii, and central Italy; survey of architecture in the provinces. Diana Kleiner

HSAR 321b, Global Modernism The development of modern architecture in both Western and non-Western countries during the twentieth century. Emphasis on the encounter of new materials and methods of construction with more traditional techniques, and the symbolic use of architecture to articulate cultural identities. Sandy Isenstadt

HSAR 363a, Survey of Japanese Art I Survey of painting, sculpture, and architecture in Japan from the eighth century through the thirteenth. Emphasis on social, historical, and ideological concerns in Japanese visual cultures. Mimi Yiengpruksawan

HSAR 364b, Survey of Japanese Art II Continuation of HSAR 363a, covering the fourteenth through the twentieth centuries. Mimi Yiengpruksawan

HSAR 462A/HIST 170Ja, Shops and Shopping Historical overview of the spaces and practices of shopping. Topics include the consumer revolutions of the eighteenth century in Europe and North America, development of distinct building types for shopping, industrialization of consumer goods and the evolution of packaging and branding, women and consumer culture, the role of advertising, identity politics of shopping, the suburbanization of shopping from malls to Internet shopping, and the absorption of public space within the sphere of commerce. Jay Gitlin, Sandy Isenstadt

HSAR 463a, Electric Modernism Exploration of the ways in which electricity has affected architecture, including changes to floor plans, the use of indoor and outdoor lighting, the installation of automatic equipment, and do-it-yourself projects executed with inexpensive power tools. Sandy Isenstadt

HSAR 690b, World Architecture Today Focused examination of recent buildings, new scales of construction, and new urban forms from around the world that have yet to receive sustained secondary or critical study. Students regularly research new built works and prepare frequent, short critiques. Open to advanced undergraduates with permission of instructor. Sandy Isenstadt

HSAR 704a, Virtual Street This seminar addresses questions of public space and its disappearance into virtuality in the second half of the twentieth century. The preponderance of the course is devoted to close study of “street photography” in the collection of the Yale University Art Gallery, informed by readings by authors such as Michel de Certeau, Henri Lefebvre, Kristin Ross, and Michael Warner. Following these discussions we explore virtual space online through consideration of such sites as “Second Life.” David Joselit

HSAR 781a/AFAM 739a/AFST 781a, Problem and Theory in Afro-Atlantic Architecture I: Africa The seminar addresses a new frontier – rebuilding the inner cities. This refers to Latino and mainland black cities within the cities of America. Accordingly, the course focuses on major roots of Latino and black traditional architecture. Topics include the architecture of Djenné, Berber art and architecture, Mauritanian sites, the monumental stone architecture of Zimbabwe, the sacred architecture of Ethiopia, and Muslim-influenced architecture from Rabat to Zanzibar. Then comes a case-by-case examination of some of the sites of African influence on the architecture of the Americas – the Puerto Rican casita; the southern verandah; the round-houses of New York, Virginia, North Carolina, Mexico, Panama, and Columbia; Ganvie, the Venice of West Africa, and its mirror image among the tidal stilt architectures of blacks of the Choco area in Pacific Columbia. Robert Thompson

HSAR 781b/AFAM 739b/AFST 781b, Problem and Theory in Afro-Atlantic Architecture II: The Black Americas A continuation of HSAR 781a. Robert Thompson

RLST 573b, Sacred Places in Asia Critical examination of representative studies on sacred places in Asia. Koichi Shinohara

REL 847a, The House of the Lord The objective of this course is to prepare future ministers and pastoral personnel to understand and design/redesign their worship spaces. This is visual ecclesiology, not interior decoration. The course also acts as an historical survey of twenty centuries of church design for preaching and sacraments, and demonstrates how sacred space has shaped theology and liturgical practice, as well as how it has been shaped by them. Although there are no prerequisites, it is hoped that students know something about Scripture and Christian worship, particularly that of their own religious tradition. The course consists of illustrated lectures. Requirements and evaluation include intensive reading, class participation and presentation, several short papers, and group visits to local or sacred spaces. Jaime Lara, Karla Britton

VISUAL REPRESENTATION

John C. Eberhart, Study Area Coordinator

The visual representation study area is concerned with such courses as drawing, digital media, graphics, color, photography, and actual three-dimensional modeling that, as analytical and communicative tools, are critical to the architectural design process.

Visual representation courses include research into the particular design potentials and inclinations of each type of medium and tool, as well as the economics and revelations resulting from complex interrelations between, and simultaneous use of, all the tools taken together. M.Arch. I students are required to enroll in (and may not waive out of) 801a (Introduction to Visual Studies) in the first term. In addition, during the first two terms they enroll in a series of introductory courses in form and representation (802a) and digital media (851b). With appropriate documentation of previous work and the approval of the area coordinator, 802a and 851b may be waived. These courses, or their waivers, serve as prerequisites for advanced visual representation courses. Students who have waived any or all of the visual representation introductory courses are still required to take 801a and at least two introductory or advanced courses selected from the visual representation curriculum listed below.

Please note: All incoming students are required to pass a preparatory course in the use of computer environments before a network account can be assigned. This course in basic computing techniques covers e-mailing, Web browsing and publishing, basic network-based computing, digital image processing, and file/folder management. The goal of the class is to familiarize students with basic digital media design and to facilitate their use of the School's Digital Media facilities.

801a, Introduction to Visual Studies: Formal Analysis 3 credits. (Required in M.Arch. I first term.) This course studies the object of architecture—canonical buildings in the history of architecture—not through the lens of reaction and nostalgia but through a filter of contemporary thought. The emphasis is on learning how to see and to think architecture by a method that can be loosely called “formal analysis.” The analyses move through history and conclude with examples of high modernism and postmodernism. Reading assignments and one formal analysis are assigned each week. Peter Eisenman

802a, Geometry, Drawing, and Visual Inquiry 3 credits. (Required in M.Arch. I first term.) This course investigates drawing as a means of architectural communication and as an instrument of individual inquiry. Principles of two- and three-dimensional geometry are extensively studied as a central part of the course. Analytical exercises related to these principles serve as subject matter for drawing investigations. All exercises are designed to enhance the ability to visualize architectural form and volume three-dimensionally as well as to provide tools that reinforce and inform the design process. Paloma Parjares, coordinator; Bimal Mendis

803a, Drawing and Architectural Form 3 credits. This course examines the highly rigorous constructed architectural drawing through the tools of descriptive geometry, cast perspective, and sciagraphy. These tools have evolved within an historical and theoretical context of architectural representation, and can inform strategies toward the conception of architectural form. The drawing process of the constructed drawing reveals the building through the tactile materials of its own construction. Thus, mediums such as pencil, ink washes, and watercolor are an integral part of the articulation of these drawings. The appropriateness and meaning of drawn construction and its articulation are examined through a series of drawn investigations, which use the Yale campus as a point of departure. Limited enrollment. Sophia Gruzdzys



[804b, Drawing Projects 3 credits. Each student admitted to the course comes prepared with a particular subject which is investigated through the media of drawing for the entire term. There is a weekly evening pin-up with group discussion of the work in progress. Limited enrollment. Not offered in 2008–2009. Turner Brooks]

811b, Classical Drawing 3 credits. This seminar teaches advanced representational skills through the study of classical architectural forms. Both traditional and contemporary graphic techniques (watercolor on pencil, and computer modeling and rendering) are explored. Classical drawing skills are acquired through a series of graphic exercises that also provide an understanding of the parts of which classical architecture are made and how they are put together into meaningful wholes. Exercises include rigorous full-color measured drawings of outstanding examples of Western classical architecture. The final exercise has a small design component. Lectures and readings address related topics, such as beauty, order, symmetry, hierarchy, proportion, ornament, and meaning. AutoCAD proficiency is recommended. Limited enrollment. Dino Marcantonio, Paloma Pajares

851b, Survey of Digital Media 3 credits. (Required in M.Arch. I third term.) This course covers the fundamentals of 3-D digital media techniques and representation. Through various projects, students utilize digital media tools and techniques available in the creation and representation of complex forms and spaces. This includes digital image montages, proportional and measured 3-D computer models, fabrication and rapid prototyping technologies, animation sequences, and final representation through nonlinear interactive presentation. This course is taught from May 11 to June 26. John Eberhart

853a, Computation Analysis Fabrication 3 credits. (Required in, and limited to, M.Arch. II, first term.) This course investigates and applies emerging computational theories and

technologies through the design and fabrication of a full-scale building component and/or assembly. This investigation includes various static, parametric, and scripted modeling paradigms, computational based structural and sustainability analysis, and digital fabrication technologies. Students work in pairs to design, analyze, and fabricate a full-scale constructed piece. John Eberhart

858a, Architecture and Books 3 credits. For architects, the book has been a necessary (if not essential) tool for clarifying, extending, and promoting their ideas and projects. This seminar examines the phenomenon of the book in architecture as both an array of organizational techniques (what it is) and as a mediator (what it does). Arguably, outside of building itself, the book has been the preferred mode of discourse that architects have chosen to express their intellectual project. Because lasting impression relies partially upon durability of message, the book remains the objet par excellence among media. In addition, the book finds itself in a privileged position as an instrument of discourse. Despite claims that the book is an antiquated tool among an expanding world of media alternatives, it is exactly the book's resistance, weight, displacement, its old-fashionedness, that seems to safeguard its value as an instrument of thought. Through case studies, the first portion of this seminar examines the relationship book production has with a selection of contemporary and historical practices, including each project's physical and conceptual composition as well as how each project acts as an agent of the architect within a larger world of communication. The second part of the seminar asks students to apply ideas gathered to a book project of their own. Limited enrollment. Luke Bulman

[860b, Web Design and Interactive Media 3 credits. This course investigates the use of the Web and interactive media in architecture with an emphasis on design and communicating information effectively. The course begins with an investigation into the way architects can utilize the Web as a tool through online portfolios, presentations, and archives. Students then create a series of short projects focusing on these uses. The course concludes with a final Web project. The course covers standard HTML, Dreamweaver MX, Flash MX, Digital Video, Sound, VRML, QTVR, and Java Script. Dreamweaver and Flash are used as the primary design tools with Photoshop, Premiere, and 3-D Modeling as support applications. Limited enrollment. Not offered in 2008–2009. John Eberhart]

[866a, Modeling, Animation, and Fabrication 3 credits. Recent advances in modeling, animation, and rapid prototyping allow a design to be investigated, tested, and assembled in the computer and then fabricated directly from data generated by this process. This course investigates this process through the design, animation, and fabrication of an architectural assembly. The first half of the course focuses on advanced modeling technologies. Rhino 3D, Maya, and 3D Studio Max are used to create a complex assembly. The assembly connections and sequencing are tested through assembly animation techniques using Maya and 3D Studio Max. The final assembly is constructed from actual materials, fabricated using rapid prototyping and CNC technologies, and assembled for final review. Limited enrollment. Not offered in 2008–2009. John Eberhart]

882a, Voluminous Surface: Geometry and Fabrication 3 credits. This seminar examines the architectural preoccupation since Venturi with surface, investigating techniques of

articulation and expansion to solve the contemporary limitations of architectural surfaces. Surface is generally posited in opposition to the modernist notion of even and infinite Cartesian space; contemporary architectural surfaces are infinitely thin and constantly various. Surface has also prompted a renewed concern for the interior and an interest in building skins that articulate a distinction between inside and out, are present rather than invisible, and are opaque or translucent rather than transparent. But an architecture of surface presents its own difficulties: digital and geometrical purity, monotonous smoothness, and immaterial thinness. This seminar seeks solutions to the problems of surface by revisiting multiple notions of space and interior volume. Within this context, students take advantage of the inherent complexity of material fabrication, developing full-scale architectural envelope systems that synthesize surface geometry, panelization, structure, and envelope. Each project articulates an agenda about inside and out, geometry and material, and atmosphere and construction. Limited enrollment. Brennan Buck

899a or b, Independent Course Work 3 or 6 credits. Program to be determined with a faculty adviser of the student's choice and submitted, with the endorsement of the study area coordinator, to the Rules Committee for confirmation of the student's eligibility under the rules. (See the School's *Academic Rules and Regulations*.)

The following courses offered elsewhere in the University may be taken for credit with permission of the instructor.

Art 111a or b, Visual Thinking An introduction to the language of visual expression, using studio projects to explore the fundamental principles of visual art. Students acquire a working knowledge of visual syntax applicable to the study of art history and popular culture, as well as art. Projects address all four major concentrations (graphic design, painting/printmaking, photography, sculpture). No prior drawing experience necessary. Open to all undergraduates; required for all art majors. Materials fee: \$25. Sarah Oppenheimer and faculty

Art 114a or b, Basic Drawing An introduction to drawing, emphasizing articulation of space and pictorial syntax. Class work is based on observational study. Assigned projects address fundamental technical and conceptual problems suggested by historical and recent artistic practice. No prior drawing experience necessary. Open to all undergraduates; required for all art majors. Materials fee: \$25. Clint Jukkala, Sam Messer, Robert J. Reed, Jr., George Rush, and faculty

Art 116a, Color Study of the interaction of color, ranging from fundamental problem solving to individually initiated expression. The collage process is used for most class assignments. Materials fee: \$25. Richard Lytle

Art 120a or b, Introductory Sculpture This course introduces the range of what sculpture might be and explores creative approaches to perception, making, and critical analysis. Assignments are designed to foster hands-on appreciation of materials and craftsmanship, as well as initiate awareness of the aesthetic and political implications of handmade objects in a digital world. Attention is paid throughout the course to understanding and articulating form in space, and to helping students develop personal ways of working alongside, and in response to, current issues in contemporary sculpture.

Group discussions and presentations complement the studio work. The shops and the studio will be available during class time and during days and evenings throughout the week. Enrollment limited to twelve. Materials fee: \$75. Joe Scanlan [F] and Daphne Fitzpatrick [Sp]

Art 130a or b, Painting Basics An introduction to painting issues, stressing a beginning command of the conventions of pictorial space and the language of color. Class assignments and individual projects explore technical, conceptual, and historical issues central to the language of painting. Intended for students not majoring in art and for art majors outside the painting concentration. Students who intend to pursue the painting concentration, or take multiple courses in painting, should take Introductory Painting. Materials fee: \$75. Clint Jukkala [Sp] and faculty

Art 132a or b, Introductory Graphic Design A studio introduction to visual communication with an emphasis on principles of the visual organization of design elements as a means to transmit meaning and values. Topics include shape, color, visual hierarchy, word/image relationships, typography, symbol design, and persuasion. Development of a verbal and visual vocabulary to discuss and critique the designed world and contribute significant projects to it. Materials fee: \$150. Julian Bittiner, Pamela Hovland, and Henk van Assen

Art 210a, Sculpture as Object Introduction to concepts of design and form in sculpture. Exploration of the use of wood, including both modern and traditional methods of carving, lamination, assemblage, and finishing. Fundamentals of metal processes such as welding, cutting, grinding, and finishing may also be explored on a limited basis. Group discussion complements the studio work. The shops and the studio are available during days and evenings throughout the week. Enrollment limited to twelve. Materials fee: \$75. Daphne Fitzpatrick

Art 345b, Intermediate Sculpture In this course students continue to work in response to assignments. These assignments are designed to provide further investigation into the history of making and thinking in sculpture and to raise questions pertinent to contemporary art. The opportunity exists to explore new techniques and materials while honing familiar skills. This course is designed to help students become self-directed in their work. Individual and group discussion, and visits to museums and galleries, play a significant role in this course. Enrollment limited to twelve. Materials fee: \$75. Prerequisite: Art 120a or b or equivalent, or permission of instructor. Michael Queenland

Art 356a, Printmaking Instruction in a diverse range of printmaking media. Students develop work in linocut, woodcut, collograph, drypoint, and etching. Both color and black-and-white printing methods are explored. Materials fee: \$150. Prerequisite: Art 114a or b or equivalent. Open to graduate students. Faculty

Art 359b, Lithography Basic techniques of stone and plate lithography. Students create prints utilizing drawing and/or photo-based imagery. It is recommended that students have a basic knowledge of Photoshop. Materials fee: \$150. Prerequisite: Art 114a or b or equivalent. Open to graduate students. Faculty

Art 367a, Intermediate Graphic Design The increase and refining of design skills as tools for effective visual communication. Concentration on issues of identity, branding, and design systems to help establish conceptual and formal consistency for multiple items, both two- and three-dimensional, within a design program. Materials fee: \$150. Prerequisite: Art 132a or b. Alice Chung

Sculpture 448a, Sculpture and Questions of Definition What is sculpture? In addition to the conventional definition of sculpture being concerned with volume and mass in space, it seems that artwork falling out of any other category falls into sculpture. This studio seminar explores, through the work of the students in the class, how the conventional categories of sculpture, painting, graphic design, and photography as represented within the structure of the School of Art function to generate meaning. How art is responsive to its context and questions of authorship, process, and vulnerability are explored. Class time is spent in an effort to articulate students' work vis-à-vis these questions. In order to facilitate this effort, various reading materials are discussed, and the work of other artists is considered. Open to art majors and graduate students from all areas of study with permission. Jessica Stockholder

F&ES 77010b, Modeling Geographic Space 3 credits. An introduction to the conventions and capabilities of image-based (raster) geographic information systems (GIS) for the analysis and synthesis of spatial patterns and processes. In contrast to F&ES 77011a, the course is oriented more toward the qualities of geographic space itself (e.g., proximity, density, or interspersion) than the discrete objects that may occupy such space (e.g., water bodies, land parcels, or structures). Three hours lecture, problem sets, one class project. No previous experience is required. Dana Tomlin

F&ES 77011a, Modeling Geographic Objects 3 credits. This course offers a broad and practical introduction to the nature and use of drawing-based (vector) geographic information systems (GIS) for the preparation, interpretation, and presentation of digital cartographic data. In contrast to F&ES 77010b, the course is oriented more toward discrete objects in geographical space (e.g., water bodies, land parcels, or structures) than the qualities of that space itself (e.g., proximity, density, or interspersion). Three hours lecture, problem sets, one class project. No previous experience is required. Dana Tomlin

URBANISM AND LANDSCAPE

Alan Plattus, Study Area Coordinator

The urbanism and landscape study area involves the study of aesthetic, economic, social, and political influences on the spatial form of urban places. M.Arch. I students are required to take 902b, 903a, and satisfactorily complete one additional course that fulfills the Urbanism and Landscape elective requirement.

The M.Arch. I Urbanism and Landscape one-course elective requirement may be fulfilled by selecting from among the courses designated with a double dagger symbol (‡) prior to the course number. Permission of the study area coordinator is required for credit toward the Urbanism and Landscape elective requirement for any course not designated.



902b, Introduction to Urban Design 3 credits. (Required in M.Arch. I second term.) This course is an introduction to the history, analysis, and design of the urban landscape presented with weekly lectures and discussion sections. Emphasis is placed on understanding the principles, processes, and contemporary theories of urban design, and the relations between individual buildings, groups of buildings, and the larger physical and cultural contexts in which they are created and with which they interact. Case studies are drawn from New Haven and other cities. Alan Plattus, Andrei Harwell, Elihu Rubin

903a, Introduction to Planning and Development 3 credits. (Required in M.Arch. I third term.) This course demonstrates the ways in which financial and political feasibility determine the design of buildings and the character of the built environment. Students propose projects and then adjust them to the conflicting interests of financial institutions, real estate developers, civic organizations, community groups, public officials, and the widest variety of participants in the planning process. Subjects covered include housing, commercial development, zoning, historic preservation, parks and public open space, suburban subdivisions, and comprehensive plans. Alexander Garvin

#905b, Intermediate Planning and Development 3 credits. This seminar examines the interaction of the market, location, finance, political context, and building design. Topics include housing, retail, and office development; zoning; historic preservation; transportation; business improvement districts; and building re-use and rehabilitation. Each subject is considered using fundamental planning techniques and by examining national trends and their local manifestations in a specific New York City neighborhood. Students prepare recommendations for the neighborhood that will meet the conflicting interests of

#This course qualifies to fulfill the one-course M.Arch.I Urbanism and Landscape elective requirement.

financial institutions, real estate developers, civic organizations, community groups, public officials, and a wide variety of participants in the planning and development process. Prerequisite: 903a or equivalent course work. Limited enrollment. Alexander Garvin

‡**912a, American Cultural Landscapes: An Introduction to the History of the Built Environment** 3 credits. The cultural landscape in the United States, a combination of natural and built environments, has evolved through decisions about the use of land and natural resources, the planning of towns, the development of transportation and infrastructure, and the promotion of various building types and architectural styles. After a brief review of Native American and colonial settlement patterns, the first portion of this lecture course surveys the growth of towns and cities between 1800 and 1920. The second portion examines 1920 to 2000, when residential and commercial activities shift away from city centers into diffuse, automobile-dependent metropolitan regions. Students are required to complete several brief writing assignments and one 15-page term paper. The instructor teaches the graduate discussion section. Dolores Hayden

‡**914b, Built Environments and the Politics of Place** 3 credits. Call it the built environment, the vernacular, everyday architecture, or the cultural landscape, the material world of built and natural places is intricately bound up with social and political life. This seminar explores research methods involving the built environment. It includes readings from urban and suburban history, geography, anthropology, and architecture as well as readings on narrative and graphic strategies for representing spaces and places. Students are required to present papers. Sections from longer theses or dissertations in progress are welcome. Dolores Hayden

‡**[922a, Gender, Territory, and Space** This seminar explores women's and men's everyday experiences of built environments and the city and considers how gender (along with race, class, age, and sexual orientation) affects the design and use of a range of spaces from the most private to the most public. The main focus is on the United States from the late nineteenth century to the present, but other countries offer examples of built projects fostering full citizenship or practices of spatial segregation that deny basic civil rights. Readings are drawn from architecture, history, gender studies, and geography. Students are required to present papers. Limited enrollment. Not offered in 2008–2009. Dolores Hayden]

‡**925b, American Cities, Suburbs, and the Culture of Sprawl** 3 credits. In 2000, more Americans lived in suburbs than in rural areas and inner cities. This seminar explores the shifting meanings of city, suburb, and countryside in the American landscape since 1920. Definitions of sprawl include both the expansion of metropolitan peripheries and the decay of city centers, examined through readings from history, geography, architecture, and literature. Students are required to present papers. Limited enrollment. Dolores Hayden

‡**926a, Globalization Space: International Infrastructure and Extrastatecraft** 3 credits. This lecture course researches global infrastructures as a medium of transnational polity. Lectures visit the networks of trade, communication, tourism, labor, air, rail, highway, oil, hydrology, finance, and activism. Case studies travel around the world to, for instance,

free trade zones in Dubai, IT campuses in South Asia, high-speed rail in Saudi Arabia, cable/satellite networks in Africa, highways in India, a resort in the DPRK, golf courses in China, oil-financed development in Sudan, and automated ports. Infrastructure histories are often stories of nation-building. These investigations begin in transnational territory where new infrastructure consortia operate in parallel to or in partnership nations. Not only an atlas or survey of physical networks and shared protocols, the course also considers their pervasive and long-term effects on polity and culture. Infrastructures may constitute a de facto parliament of global decision-making or an intensely spatial extra statecraft. Each week, readings, both evidence and discursive commentary, accompany two lectures and a discussion section. A short midterm paper establishes each student's research question for the term. A longer final paper completes the requirements of the course. Limited enrollment. Keller Easterling

#937b, Commercial Real Estate Principles and Practice 3 credits. Much of the built environment is commercial real estate, which is income producing property that is built, financed, and sold for investment. This course examines five basic types of commercial real estate (office, industrial, retail, multi-family, and hotel) from the standpoints of the developer, lender and investor. Principles of location, financing, timing of market cycles, leasing, ownership structure, and external factors are explored. Students are expected to evaluate assets, partnership interests and other positions such as debtor interests through valuation measurement, which requires the use of some simple mathematics. An HP-12C calculator or laptop computer with Excel is required. In addition to out-of-class assignments, a brief exercise is included during each class. Students also examine commercial deeds, leases, partnership agreements and other legal documents. Each student selects a building or development site within New Haven County for a due diligence analysis of zoning, real estate taxes, deeds, liens, market supply and demand, projected income and expenses, and availability of debt. Limited enrollment. Kevin Gray

#941b, Urban Research and Representation 3 credits. Every day, architects and urban designers make proposals that shape the public and private realms of the city. This seminar sets out to contextualize the social and political ramifications of these interventions; to intensify the designer's tool kit of deep, socio-historical research of site and place; and to cultivate a reflexive practice that considers seriously the social responsibilities of both the architect and the urban researcher. In the classroom, and in the field, this seminar introduces a diverse set of methods for studying the urban environment, from the archival and visual to the observational and ethnographic. Limited enrollment. Elihu Rubin

#955b, Transition Impact: Post-Socialist City in the Transnational World 3 credits. This research seminar delves into the profound changes of architecture and urbanism of the post-socialist cities in Central and Eastern Europe and the former Soviet Union. The course explores how the structure of the modern socialist city yields to the processes of socio-political and economic transition. What are the outcomes and effects of contemporary global transformation of these cities, initially invested with the vision of communist internationalism? Case studies include shrinking cities, energy cities, modern city in free market landscape, and import of starchitecture. Students are expected to actively

#This course qualifies to fulfill the one-course M.Arch.I Urbanism and Landscape elective requirement.



participate in seminar debates, perform research on a mutually agreed-upon topic and present it in class, and develop their own research portfolios on the selected topic. The ultimate goal is to familiarize students with key processes and to enable them to engage critically with transnational contemporary practice in this part of the world. Limited enrollment. Ljiljana Blagojević

999a or b, Independent Course Work 3 or 6 credits. Program to be determined with a faculty adviser of the student's choice and submitted, with the endorsement of the study area coordinator, to the Rules Committee for confirmation of the student's eligibility under the rules. (See the School's *Academic Rules and Regulations*. Available for credit to fulfill the M.Arch. I Urbanism and Landscape elective requirement with the approval of the study area coordinator.)

The following courses offered elsewhere in the University may be taken for credit with the permission of the instructor. Permission of the study area coordinator is required for credit toward the elective requirement.

ECON 226a, Urban Economics Determinants of urban growth and decline. Topics include theory and evidence on sources of agglomeration economies and urban growth, systems of cities, housing markets, segregation, determinants of the spatial distribution of jobs, and local public policy. After intermediate microeconomics. Patrick Kline

F&ES 32007a, Ecosystem Pattern and Process 4 credits. Ecosystem science provides a unique vantage point from which scientists can begin to understand complex adaptive systems. The basis of ecosystem science is to determine how patterns in biological processes emerge from interactions between organisms and the abiotic environment. This course introduces the ecosystem concept, investigates the structure and function-

ing of ecological systems, studies the response of systems to changing environmental conditions, and applies resulting knowledge to preservation and management issues. Presentation is balanced between terrestrial and marine/aquatic systems. Students must take one of two field options. In the first a cross-section of northeastern ecosystems is visited and studied during a four-hour weekly field trip, assignments and discussions are qualitative, and students receive one credit. The second option is Field Ecology, which is a second three-credit course. Students taking Field Ecology can utilize their final project for both classes. Oswald J. Schmitz

[F&ES 30009a, Biogeography, Biodiversity, and Conservation]

F&ES 32019a/E&EB 365a/665a, Landscape Ecology 3 credits. This course is an introduction to the study of large-scale ecological patterns and processes. Landscape ecology is a relatively young, rapidly changing field. The topics covered reflect the diverse interests of landscape ecologists: species-area relationships, island biogeography, metapopulation theory, individual-based models, cellular automata, models of biodiversity, etc. The application of these concepts is addressed through consideration of species viability, ecosystem management, and the design of nature reserves. Throughout the course the emphasis is on when and how to integrate a spatial perspective into consideration of major ecological questions. Readings from the primary literature augment material covered in lectures. Students complete a project resulting in a manuscript on a landscape-related topic. David K. Skelly

[F&ES 80103b, Valuing the Environment]

F&ES 80004b, The Economics of the Environment and Sustainable Development 3 credits. This course provides students with in-depth training using economic analysis to address environmental policies and management within the context of sustainable development. Concentrating attention on the special circumstances of non-OECD countries, students examine the relationship between and among various environmental policies and management strategies from efficiency and sustainability perspectives. The course covers a range of topics including reducing pollution, managing renewable resources, and consuming nonrenewable resources when these issues cast against competing and/or complementary objectives that are generated by multiple sources of social and economic stress—poverty, public health, globalization, etc. The two-way connection between environmental considerations and development goals provides the pervasive thread that guides the discussion. Gary Yohe

[F&ES 84040a, Economics of the Environment]

F&ES 80182b, The Economics of Climate Change 3 credits. This course explores economic issues involved in the formation of policies to deal with the problem of humanly induced climate change. After a brief review of the basic scientific issues, the course examines research into the economic impacts of climate change and economic approaches to deal with potentially unresolvable uncertainty regarding future emissions, associated natural impacts, and associated risks. The course also broadens its scope by examining the limitations of the economic paradigm in defining “key vulnerabilities” to climate change before turning to economic research into the costs of mitigating greenhouse gas emissions and the potential efficacy of adaptation. Thereafter, the course critically

examines efforts to apply benefit-cost analysis to the design of climate policies, including considerations of equity and discounting of future values. Shortcomings here underscore the need to develop risk-management techniques supported by risk profiles calibrated in multiple metrics of consequence. The next section of the course focuses on policy design with particular attention paid to the relative efficacy of tax and trading approaches. The final section of the course compares the two major assessments of climate change authored over the past two years – the policy-relevant Fourth Assessment Report of the Intergovernmental Panel on Climate Change and the policy prescriptive Stern Review. The course closes with an examination of the Copenhagen agreement that will, during the spring of 2009, define international policy for the second commitment period under the United Nations Framework Convention on Climate Change. Gary Yohe

#F&ES 86024b, Transportation and the Urban Future 3 credits. The focus of this course is on the environmental impacts of alternative transportation and urban land use policies, taught from a policy maker's perspective. It begins with a historical overview, examining the profound changes in the structure of cities following the advent of the automobile. The course then focuses on present and future environmental impacts – air pollution, greenhouse gas emissions, urban sprawl – resulting from the exponential growth in motor vehicles, particularly in developing country cities, and examines alternative scenarios for mitigating these impacts. Additional topics include the future of public transit in the United States and the differing approaches to transportation and land use planning in various European cities; in-depth case studies of the success stories in urban transit in the developing world (e.g., Bogotá and Curitiba); and the range of options for transporting the two billion new urban inhabitants to be added to the world's cities in the next quarter-century. The course also examines policies to create compact, regional cities through the integration of transportation and land use planning, and focuses on next and future steps, including congestion costs and congestion pricing, and new technologies. Ellen Brennan-Galvin

F&ES 80031b, Transportation's Role in a Changing Economy 3 credits. This course focuses on the critical, but often-overlooked, impacts of the transportation sector on the nation's changing economy and patterns of growth, and on decision making by both public officials and private actors affected by these issues. The course seeks to provide students with insights into such matters as how the transportation system has shaped America's economy, living patterns, and quality of life; how global economic, demographic, and environmental changes are imposing themselves on transportation investment and operational decisions; and how transportation-related public agencies and private firms are being reshaped to address the economic and environmental realities of the twenty-first century. The stakeholders and constituencies in the transportation sector include both private and public actors, and the complicated interactions between decisions in both sectors are critical to the efficient operation of the economy and to the quality of our lives. Transportation-related decisions have substantial social, environmental, and community impacts that must be taken into consideration in long-term strategic planning for private firms and public agencies, and it is the goal of this course to expand students' understanding of these issues and their ability to analyze them. Grades in the course are based both on preparation and participation in class discussions, and on writing assignments. The class meets once each week during the term. Emil Frankel, Douglas Rae

[F&ES 80043a, Global Ethics and Sustainable Development]

‡F&ES 86059a, Cities and Sustainability in the Developing World 3 credits. Most population growth in the twenty-first century will occur in the urban areas of the developing world, which are expected to increase by 2 billion inhabitants by 2030. Urban living poses environmental hazards, which affect the current population, and especially the poor, through immediate, local impacts on health and safety. It also causes environmental degradation, with longer-term, wider-area, and intergenerational consequences. Variations in the incidence and relative severity of a range of environmental problems across cities at different levels of development suggest differences in priorities for action. The massive new investment in the capital stock of cities required for the doubling of urban population by 2030 will be critical to environmental outcomes. Using a number of city case studies, the course highlights local solutions, as well as new technologies for monitoring, planning, and managing urban growth. Ellen Brennan-Galvin

F&ES 83073b/ANTH 582b, Households, Communities, Gender (for Development and Conservation) 3 credits. The implementation of development and conservation projects involving people requires an understanding of households, communities, and gender; unfortunately, policy is laden with mistaken assumptions about these social units. This course examines both the anthropology of households, communities, and gender, and common assumptions about them in development and conservation. Economic and political aspects of relations within these units are intimately linked, and are examined together. Important global variations in the structure of households, communities, and gender exist, and are explored in the course. The structure of households, communities, and gender in any particular locality influences the economic and political relation with its region, nation, and the world system—with essential implications for development and conservation. The course aims to study local social units in order to understand their importance for regional, national, and global development and conservation. The goal is to encourage future policy makers and implementers to examine their assumptions about society, and to think more critically about the implications of these social units (and their variations around the world) for development and conservation. No prerequisites. Three hours lecture/seminar. Carol Carpenter

F&ES 80077b, Urbanization, Global Change, and Sustainability 3 credit seminar. The conversion of land surface to urban uses is one of the most profound human impacts on the global biosphere. Urban growth and associated changes in human activities on the land (land use) and in the physical attributes of earth's surface (land cover) have profound environmental consequences, including local and regional climate change, loss of wildlife habitat and biodiversity, soil erosion, and a decrease in ecosystem services. Aggregated globally, these effects constitute the most significant human impacts on the functioning of earth as a system. The impacts of urban growth and land cover change will affect both earth's biosphere and the quality of human life for generations to come. The interactions between human and ecological systems influence social marginalization and the vulnerability of people and places. This seminar examines the interactions and relationships between urbanization and global change at local, regional, and global

‡This course qualifies to fulfill the one-course M.Arch.I Urbanism and Landscape elective requirement.



scales. Topics include urban land-cover change, cities and local climate, urban vulnerability, urban diets and the challenges for agriculture, and the spatial evolution of cities. Karen Seto

HSAR 732a, The Material and Visual Culture of New Haven Local history remains the foundation of all historical inquiry, but it is essential to connect the specifics of place to broader interpretive themes. This seminar uses the built environment and collections of New Haven to explore questions of culture and society, including production, consumption, and distribution; gender, class, and ethnicity; home, work, and leisure; and non-verbal communication, memory, and history. The goal is to build up visual and material literacy in a contextual manner. Edward Cooke, Jr.

LAW 20023/21016, Community and Economic Development/Community Development Financial Institutions 3 units, credit/fail. This multidisciplinary clinic focuses on issues of neighborhood revitalization, low-income housing, financial access and financial inclusion as they relate to poverty alleviation and economic development and the role of financial institutions in community development and serving low income people. In addition to law students, the clinic is open to students from the Schools of Management, Divinity, Forestry and Environmental Studies, Public Health, and Architecture with prior approval from a faculty member. Under the supervision of faculty and practicing members of the bar, participants will work on behalf of non-profit organizations, the City of New Haven, small businesses, and a local community development bank in the New Haven area. The clinic will emphasize a non-adversarial, transactional approach to problem solving for major issues facing a low-income urban area such as affordable housing, business development, access to affordable financial services, subprime lending. As part of the mortgage foreclosure project, some students will be doing litigation. Participants will

research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and in general provide legal, policy, business, and strategy advice to clients. Students will examine both private and public sector, as well as hybrid approaches to development issues. Class topics will include real estate finance, low-income housing policy, banking law, discrimination in lending, community development corporations and financial institutions, professional responsibility, urban planning, economic policy, predatory and subprime lending, social entrepreneurship, and microfinance. Enrollment limited to twenty. Offered spring or fall. R.A. Solomon, R.S. Golden, C.F. Muckenfuss, and S. Fazili

PLSC 279a^G/ARCH 385a/EP&E 285a/HIST 152a/SOCY 150a, New Haven and the American City New Haven as a window on the problems and promise of American urbanism. New Haven compared with New York, New Orleans, Louisville, Cleveland, Houston, Denver, and San Francisco. Emphasis on the historical development of transportation, manufacturing, housing, governance, and culture. Problems of planning, education, class, and race. Alan Plattus, Douglas Rae

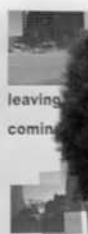
PLSC 280b, Poverty, Politics, and Policy in the American City Examination of how politics, especially local politics, informs the formulation and implementation of policies to address urban poverty. Alternative explanations for poverty and alternative government strategies; successful and unsuccessful interventions. Focus on efforts of local organizations and communities to improve their situations within the context of government actions. Cynthia Horan

1989
NYC at its most exciting, a time when the city
was being reborn.
This is the story of the city's rebirth, the story of
the city's rebirth, the story of the city's rebirth.
This is the story of the city's rebirth, the story of
the city's rebirth, the story of the city's rebirth.



Where the Sidewalk Ends

The journey and discovery of
Sue Silverstein



leaving
coming



Admission Requirements

GENERAL REQUIREMENTS

The admission process is designed to enroll students of the highest promise while assuring a wide diversity of background and aptitudes within the student body.

Students may enter the School only at the beginning of the fall term each year. All students are expected to attend full-time. There is no part-time and, with the exception of 791c, no summer program.

Although information about the School of Architecture has been on the World Wide Web since the fall of 1995, applications for the school year 2009–2010 will continue to be by paper submission only.

Notification of admission and of financial aid award, if applicable, is sent no later than April 1. Acceptance of the offer of admission must be received by the School no later than April 15, and must be accompanied by a nonrefundable \$750 certified check or money order made payable to Yale University. This deposit will be credited toward tuition. *Acceptances may not be deferred.*

All applicants, including international students, are required to take the General Test (verbal, quantitative, and analytical) of the Graduate Record Examination (GRE) Program of the Educational Testing Service. Although the test may be taken at any time, it should be taken no later than the preceding October so that scores will reach the School no later than January 5, 2009. Computer-based testing is available in many areas. Telephone 609.771.7670 for information. The Yale School of Architecture institution code number on the GRE form is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, scores may not reach the School. Information about times and places of test administration may be obtained directly from the Educational Testing Service, Box 955, Princeton NJ 08540, or Educational Testing Service, 1947 Center Street, Berkeley CA 94704.

In addition, all applicants whose native language is not English are required to take the Internet-based Test of English as a Foreign Language (TOEFL iBT), a test that includes a section on spoken English. If the TOEFL iBT is not available in your area, you are required to complete the TOEFL that is available, and in addition you are required to take the Test of Spoken English (TSE). If you submitted an older TOEFL score and you are applying for the 2009–2010 academic year, you must supplement your score with the TSE. For further information regarding these tests and/or to arrange to take the test(s), visit www.toefl.org. The TOEFL must be taken by no later than November 16, 2008, to ensure results reach the School by the January deadline. The Yale School of Architecture institution code number is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, scores may not reach the School. Applicants whose native language is English are not required to take a TOEFL test.

International students should refer to page 111 for further information regarding admission requirements.

Send inquiries to Yale School of Architecture, Office of Admissions, PO Box 208242, New Haven CT 06520-8242, or telephone 203.432.2296; 203.432.2291 for financial aid information.

OPEN HOUSE

Prospective applicants are encouraged to visit the School during our Open House on Thursday, November 6, 2008. The day's program offers opportunities for the applicant to visit classes and design studios, meet informally with faculty and students, tour the University, and attend the School's evening public lecture given by Peter Eisenman. Applicants planning to attend the Open House should notify the registrar by October 17, 2008.

If you plan to visit the School, please see directions on page 195 of this bulletin.

ADMISSION REQUIREMENTS FOR THE M.ARCH. I: THREE-YEAR PROGRAM

Admission to the program in architecture normally requires the prior possession of a bachelor's degree, or the equivalent, from an accredited college. The following college-level courses are required as prerequisites to this program:

1. Elementary calculus. A classical physics course is also recommended.
2. A studio course such as freehand drawing, sketching, painting, sculpture, or basic architectural design. (Ceramics, photography, graphics, or film will not satisfy this requirement.)
3. Two courses in the history of art and/or architecture. It is recommended that one course be a survey, the other a course in modern architecture.

Application Procedure for the M.Arch. I: Three-Year Program

All of the following (except items 4 and 5, which are sent by the Educational Testing Service) must be received by the School *no later than* January 5, 2009. Receipt of applications will not be acknowledged, but applicants will be notified about missing items. If mailing, use the following address: Yale School of Architecture, Office of Admissions, PO Box 208242, New Haven CT 06520-8242 (if using a delivery service, use the following address: Yale School of Architecture, Office of Admissions, 180 York Street, New Haven CT 06511-8924).

1. An application form supplied by the School at the back of this bulletin or available online at www.architecture.yale.edu; all sections must be completed. If any of the documents required for submission are in a different name, that name should also be listed on the application form.
2. A nonrefundable application fee of \$85 payable to Yale University only in the form of certified check or money order. The applicant's U.S. Social Security number, if applicable, should be noted on the check or money order. Money orders may be obtained at local banks or the post office. This fee cannot be credited to tuition or other accounts upon admission. *This fee cannot be waived.*
3. An official transcript of the academic record for the B.A. or B.S. degree from an accredited college or university, to be accompanied by descriptions of courses taken to meet prerequisites. Additional transcripts are required for all other relevant college-level courses taken by the applicant. Each transcript must be in a sealed envelope with an authorized signature and seal across the back flap. If possible, these transcripts should accompany the application packet. An accepted student expecting to graduate in the

spring of the application year must submit, after graduation, a final transcript showing the date the degree was earned.

4. Official GRE scores from recently taken General Test of the Graduate Record Examination Program, sent directly by the Educational Testing Service. The Yale School of Architecture institution code number is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, scores may not reach the School.
5. For all applicants whose native language is not English, acceptable documentation of English proficiency, i.e., official TOEFL iBT (see page 89) scores sent directly by the Educational Testing Service. The Yale School of Architecture institution code number is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, scores may not reach the School.
6. A portfolio, not to exceed nine by twelve inches and no more than one and one-half inches thick, containing reproductions (no slides, tapes, discs, or videos will be accepted) of creative work done by the applicant, showing drawing skills and three-dimensional aptitude. Oversize portfolios will not be accepted. Conventional notebook binders are preferred. Work represented may include drawings, paintings, sculpture, sketches, furniture and architectural designs, or other materials. Anything submitted that is not entirely the applicant's own work must be clearly identified as such.

Application portfolios for matriculated students are kept as part of the student's permanent record. Non-matriculating applicants who wish to have their portfolios returned must indicate on the back of the Application Form a request either to hold the portfolio for pick-up or to return it at no charge via the U.S. Postal Service (provided the portfolio does not exceed the size limitations listed above and a return address is properly indicated on the reverse side of the Application Form). The School will discard any portfolios that do not indicate that they are to be held for pick-up or to be returned.

7. An essay, not to exceed one page, that includes a brief personal history and reasons for applying to this program. The School of Architecture seeks to draw students from all racial and ethnic groups in society. Applicants who wish to identify themselves as members of a minority group should do so in this essay.
8. A curriculum vitae (résumé of academic and employment experience).
9. Three letters of reference, received by the School *no later than* January 5, 2009, mailed directly to the School by the recommenders. At least one letter of reference should be from a person with direct knowledge of the applicant's professional potential and academic ability. It is preferable for applicants to use recommendation forms provided at the back of this bulletin or available online at www.architecture.yale.edu.

Summer Preparation Courses for Incoming M.Arch. I Students

In the six weeks before the beginning of the fall term, the School offers the following four summer preparation courses for incoming M.Arch. I students.

1. The Summer Architectural Introductory Session Course is a six-week course offered at no charge for those newly admitted students who do not have significant pre-architecture training. Students required to take the summer session must satisfactorily pass this course before being admitted to the School's first-year M.Arch I program



in the fall. Classes are held each day, Monday through Friday. The average day is broken into morning and afternoon sessions intended to introduce analytic, organizational, and formal principles necessary for design decision-making. The morning sessions—outside the studio context—alternately focus on history/theory, techniques of analysis, representational and fabrication expression, and digital media. The afternoon sessions—operating in the studio environment—focus on design fundamentals, emphasizing issues of building, landscape, and urban context. Students are expected to complete assignments outside of class.

2. The Summer Shops Techniques Course is required of all incoming students. It is a one-week course that introduces incoming students to the School's wood and metal shops through an intensive furniture/object building process. The course stresses good and safe shop techniques. Students are not allowed to use the School's shops unless they have satisfactorily completed this course.
3. Incoming M.Arch. I students not taking the Summer Architectural Introductory Course are required to take a one-day two-part Summer Digital Media Orientation Course. The first part covers accessing the School's servers, the use of the School's equipment, and the School's digital media policies and procedures. The second part covers the School's digital fabrication equipment. Access to the School's digital fabrication equipment will be granted only after completing the latter course.
4. The Arts Library Research Methods Session is required of all incoming students. In this hour-and-a-half session, discussion covers various strategies to answer research questions pertaining to course curricula and topics by using tools such as the Yale University online catalog, architecture databases, image resources, print resources, and archival resources.

Advanced Standing

A limited number of students with demonstrated design ability and who have completed an intensive undergraduate architecture major may occasionally be accepted with advanced standing to the three-year program. Applicants considered for this category by the Admissions Committee are evaluated in relation to the quality of work expected at that level in the School. No student may qualify for a degree from the School before completion of a minimum of two years of study in residence and fulfillment of all the three-year course requirements.

Transfer

Transfer students with exceptional promise may be accepted under one of the following special conditions:

1. After completion, in high standing, of at least one year in an accredited graduate program in architecture, a student may receive credit for some or all course work, at the discretion of the Admissions Committee.
2. After completion, in high standing, of the fourth year of an accredited five-year undergraduate program in architecture, a student may be accepted into the M.Arch. I program with the following provisions: a minimum of one year to qualify for the B.Arch. degree (retained by the School solely to accommodate those few students needing it as a prerequisite in order to work for the M.Arch. degree, but conferred only upon successful completion of work for the M.Arch. degree) and a minimum of an additional two years to qualify for the M.Arch. degree.

ADMISSION REQUIREMENTS FOR THE M.ARCH. II (POST-PROFESSIONAL): TWO-YEAR PROGRAM

The prerequisite for admission to this option is a professional degree in architecture, normally a five-year bachelor of architecture (B.Arch.) degree.

Application Procedure for the M.Arch. II (Post-Professional): Two-Year Program

All of the following (except items 4 and 5, which are sent by the Educational Testing Service) must be received by the School *no later than* January 5, 2009. Receipt of applications will not be acknowledged, but applicants will be notified about missing items. If mailing, use the following address: Yale School of Architecture, Office of Admissions, PO Box 208242, New Haven CT 06520-8242 (if using a delivery service, use the following address: Yale School Architecture, Office of Admissions, 180 York Street, New Haven CT 06511-8924).

1. An application form supplied by the School at the back of this bulletin or available online at www.architecture.yale.edu; all sections must be completed. If any of the documents required for submission are in a different name, that name should also be listed on the application form.
2. A nonrefundable application fee of \$85 payable to Yale University only in the form of certified check or money order. The applicant's U.S. Social Security number, if applicable, should be noted on the check or money order. Money orders may be obtained at

local banks or the post office. This fee cannot be credited to tuition or other accounts upon admission. *This fee cannot be waived.*

3. An official transcript of the academic record for the B.Arch., or equivalent degree from an accredited college or university. Each transcript must be in a sealed envelope with an authorized signature and seal across the back flap. If possible, these transcripts should accompany the application packet. An accepted student expecting to graduate in the spring of the application year must submit, after graduation, a final transcript showing the date the degree was earned.
4. Official GRE scores from recently taken General Test of the Graduate Record Examination Program, sent directly by the Educational Testing Service. The Yale School of Architecture institution code number is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, scores may not reach the School.
5. For all applicants whose native language is not English, acceptable documentation of English proficiency, i.e., official TOEFL iBT (see page 89) scores sent directly by the Educational Testing Service. The Yale School of Architecture institution code number is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, scores may not reach the School.
6. A portfolio, not to exceed nine by twelve inches and no more than one and one-half inches thick, containing reproductions (no slides, tapes, discs, or videos will be accepted), to demonstrate the applicant's ability to pursue advanced work in architectural design. Oversize portfolios will not be accepted. Conventional notebook binders are preferred. Anything submitted that is not entirely the applicant's own work must be clearly identified as such.

Application portfolios for matriculated students are kept as part of the student's permanent record. Non-matriculating applicants who wish to have their portfolios returned must indicate on the back of the Application Form a request either to hold the portfolio for pick-up or to return it at no charge via the U.S. Postal Service (provided the portfolio does not exceed the size limitations listed above and a return address is properly indicated on the reverse side of the Application Form). The School will discard any portfolios that do not indicate that they are to be held for pick-up or to be returned.

7. An essay, not to exceed one page, that includes a brief personal history and reasons for applying to this program. The School of Architecture seeks to draw students from all racial and ethnic groups in society. Applicants who wish to identify themselves as members of a minority group should do so in this essay.
8. A curriculum vitae (résumé of academic and employment experience).
9. Three letters of reference, received by the School *no later than* January 5, 2009, mailed directly to the School by the recommender. At least one letter of reference should be from a person with direct knowledge of the applicant's professional potential and academic ability. It is preferable for applicants to use recommendation forms provided at the back of this bulletin or available online at www.architecture.yale.edu.

Summer Preparation Courses for Incoming M.Arch. II Students

In the week before the beginning of the fall term, the School offers the following three summer preparation courses for incoming M.Arch. II students.



1. Incoming M.Arch. II students are required to take a one-day two-part Summer Digital Media Orientation Course. The first part covers accessing the School's servers, the use of the School's equipment, and the School's digital media policies and procedures. The second part covers the School's digital fabrication equipment. Access to the School's digital fabrication equipment will be granted only after completing the latter course.
2. The Summer Shops Techniques Course is required of all incoming students. It is a one-week course that introduces incoming students to the School's wood and metal shops through an intensive furniture/object building process. The course stresses good and safe shop techniques. Students are not allowed to use the School's shops unless they have satisfactorily completed this course.
3. The Arts Library Research Methods Session is required of all incoming students. In this hour-and-a-half session, discussion covers various strategies to answer research questions pertaining to course curricula and topics by using tools such as the Yale University online catalog, architecture databases, image resources, print resources, and archival resources.

ADMISSION REQUIREMENTS FOR THE M.E.D. PROGRAM

The M.E.D. program accepts qualified applicants with a degree in architecture, or with an undergraduate or graduate degree in a related discipline, who exhibit a strong capability for independent advanced study in a topic related to architecture and environmental design.

Candidates are selected on the basis of academic and/or professional records and individual study proposals. (See pages 33–34 and 97 for information regarding submission of

study proposals.) Applicants to the M.E.D. program are encouraged to contact the director of the M.E.D. program to arrange an informational interview with faculty in their study topic area, or to submit a draft study proposal before the application deadline.

Application Procedure for the M.E.D. Program

All of the following (except items 4 and 5, which are sent by the Educational Testing Service) must be received by the School *no later than* January 5, 2009. Receipt of applications will not be acknowledged, but applicants will be notified about missing items. If mailing, use the following address: Yale School of Architecture, Office of Admissions, PO Box 208242, New Haven CT 06520-8242 (if using a delivery service, use the following address: Yale School Architecture, Office of Admissions, 180 York Street, New Haven CT 06511-8924).

1. An application form supplied by the School at the back of this bulletin or available online at www.architecture.yale.edu; all sections must be completed. If any of the documents required for submission are in a different name, that name should also be listed on the application form.
2. A nonrefundable application fee of \$85 payable to Yale University only in the form of certified check or money order. The applicant's U.S. Social Security number, if applicable, should be noted on the check or money order. Money orders may be obtained at local banks or the post office. This fee cannot be credited to tuition or other accounts upon admission. *This fee cannot be waived.*
3. Official transcripts of the academic record from accredited colleges and universities enclosed in individual sealed envelopes with authorized signature and seal across the back flap.
4. Official GRE scores from recently taken General Test of the Graduate Record Examination Program, sent directly by the Educational Testing Service. The Yale School of Architecture institution code number is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, scores may not reach the School.
5. For all applicants whose native language is not English, acceptable documentation of English proficiency, i.e., official TOEFL iBT (see page 89) scores sent directly by the Educational Testing Service. The Yale School of Architecture institution code number is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, scores may not reach the School.
6. A full description of a research proposal including a statement of goals, a proposed study plan, and anticipated results. This description should be as specific as possible. It is the most important submission considered for admission and for assignment of faculty advisers.
7. An essay, not to exceed one page, that includes a brief personal history and reasons for applying to this program. The School of Architecture seeks to draw students from all racial and ethnic groups in society. Applicants who wish to identify themselves as members of a minority group should do so in this essay.
8. A curriculum vitae (résumé of academic and employment experience).
9. Three letters of reference, received by the School *no later than* January 5, 2009, mailed directly to the School by the recommenders. At least one letter of reference should be from a person with direct knowledge of the applicant's professional potential and

academic ability. It is preferable for applicants to use recommendation forms provided at the back of this bulletin or available online at www.architecture.yale.edu.

10. Examples of previous work that indicate the candidate's capability in the proposed study topic, such as design studies and/or written reports.

SUGGESTIONS FOR SUBMITTING A PROPOSED STUDY PLAN

Preparation of the proposed study plan is an important part of the application process. As a guide to applicants, the following should be included in the proposed study plan:

1. Define a specific topic area and the goal of the study plan. List the prior work, publications, or other key references that provide the background or basis of study in the topic.
2. Define the key questions that might be answered or the important issues that would be addressed by the study. Describe proposed study methods and expected results.
3. List the Yale courses that will support the study. Include a tentative schedule or plan of study over the four terms.
4. Describe prior work relevant to the proposed topic, as well as career expectations in undertaking the study. Include examples of written papers, reports, and other documentation that illustrate a capability to carry out the proposed study.

Applicants are invited to submit a draft of the study plan to the M.E.D. program chair well in advance of the application deadline, in order to receive comments on it prior to the final application.

Summer Preparation Courses for Incoming M.E.D. Students

In the week before the beginning of the fall term, the School offers the following two summer preparation courses for incoming M.E.D. students.

1. Incoming M.E.D. students are required to take a half-day Summer Digital Media Orientation Course. This orientation covers accessing the School's servers, the use of the School's equipment, and the School's digital media policies and procedures.
2. The Arts Library Research Methodology Course is required of all incoming students. This course covers research methodologies and tools specific to the M.E.D. curriculum.



Tuition, Fees, and General Expenses

TUITION

The tuition fee for the academic year 2008–2009 is \$34,950. This fee includes health care services under the Yale Health Plan, but does not include the hospitalization insurance fee. The Corporation of Yale University reserves the right to revise tuition rates as necessary.

FEEs

An annual fee of \$835 is charged to the Student Financial Services bill for use of the School of Architecture's shops, computers, printers, and other equipment furnished by the School. This mandatory fee applies to all students and is refundable only upon withdrawal from the School, according to the tuition rebate and refund policy itemized below.

GENERAL EXPENSES

Housing

The Graduate Housing Department has dormitory and apartment units for a small number of graduate and professional students. The Graduate Dormitory Office provides dormitory rooms of varying sizes and prices for single occupancy only. The Graduate Apartments Office provides unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families. Both offices are located in Helen Hadley Hall, a graduate dormitory at 420 Temple Street, and have office hours from 9 a.m. to 4 p.m., Monday through Friday.

Graduate housing applications for 2008–2009 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/graduatehousing). For new students at the University, a copy of the letter of acceptance from Yale will need to be submitted to the address on the application form. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more dormitory information, contact grad.dorms@yale.edu, tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact grad.aps@yale.edu, tel. 203.432.8270, fax 203.432.4578.

The University's Off-Campus Housing service, limited to current or incoming members of the Yale community, is located at Helen Hadley Hall, 420 Temple Street, and is open from 9 a.m. to 3:30 p.m., Monday through Friday. The listings may also be accessed from any computer at Yale at www.yale.edu/offcampushousing.

Food Services

Yale University Dining Services (YUDS) has tailored its services to meet the particular needs of graduate and professional school students by offering meal plan options that allow flexibility and value. The *Any 10 Meal Plan* offers meal service at the Hall of Graduate Studies dining hall and University Commons for ten meals per week, plus six bonus meals per year and \$75 per semester in points to eat either on campus or at selected local

restaurants. Nonresident students may purchase a *5 Lunch Plan* with three bonus meals, good Monday through Friday.

YUDS locations are a popular option for all members of the Yale community. In addition to Commons and the Hall of Graduate Studies, the following retail locations are available: Divinity School Café on Prospect Street, the Café at Kline Biology Tower, Donaldson Commons at the School of Management, Marigolds at the School of Medicine, the Thain Family Café at Bass Library, Triple E's at 155 Whitney Avenue, Triple E's at Payne Whitney Gymnasium, and Durfee's Convenience Store at 200 Elm Street. For students and staff choosing to dine in any of Yale's residential college dining rooms, "all-you-care-to-eat" meals are offered at one affordable price for breakfast, lunch, and/or dinner and require the diner to be accompanied by a host from that college.

Inquiries concerning food services should be addressed to Yale University Dining Services, 246 Church Street, PO Box 208261, New Haven CT 06520-8261; tel. 203.432.0420. More information can be found on the Web at www.yale.edu/dining.

TOTAL COST OF EDUCATION

For a single student living off campus in the 2008–2009 academic year, a reasonable, albeit modest, estimate of total cost may be estimated by the following costs to be \$52,750 for first-year M.Arch. I students and \$51,450 for all other students.

	<i>First-Year M.Arch. I</i>	<i>All other students</i>
Tuition	\$34,950	\$34,950
Fees	835	835
Yale Health Plan Hospitalization/ Specialty Coverage	1,166*	1,166*
Room and Board	11,903	10,803
Books/Personal Expenses	3,896	3,696
	<u>\$52,750</u>	<u>\$51,450</u>

STUDENT ACCOUNTS AND BILLS

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The telephone number is 203.432.2700.

Bills

Yale University's official means of communicating monthly financial account statements is electronically through the University's Internet-based system for electronic billing and payment, Yale University eBill-ePay.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Standard Time on the first business day of the following month. E-mail notifications that the account

*Students may receive a waiver of the \$1,166 hospitalization fee from the Yale Health Plan upon evidence that they have valid and sufficient alternative hospitalization coverage. Further information regarding health services can be found on pages 137–42.



statement is available on the University eBill-ePay Web site (www.yale.edu/sis/ebep) are sent to all students who have activated their official Yale e-mail accounts and to all student-designated authorized payers. It is imperative that all students activate and monitor their Yale e-mail accounts on an ongoing basis.

Bills for tuition, room, and board are available to the student during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose a late charge if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. The late charge will be imposed as follows:

<i>If fall-term payment in full is not received</i>	<i>Late charge</i>
by August 1	\$110
by September 1	\$220
by October 1	\$330
<i>If spring-term payment in full is not received</i>	<i>Late charge</i>
by December 1	\$110
by January 2	\$220
by February 1	\$330

Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student's involuntary withdrawal from the University.

No degrees will be conferred and no transcripts will be furnished until all bills due the University are paid in full. In addition, transcripts will not be furnished to any student or former student who is in default on the payment of a student loan.

The University may withhold registration and certain University privileges from students who have not paid their term bills or made satisfactory payment arrangements by the day of registration. To avoid delay at registration, students must ensure that payments reach Student Financial Services by the due dates.

Charge for Rejected Payments

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a payment is rejected:

1. If the payment was for a term bill, a \$110 late fee will be charged for the period the bill was unpaid.
2. If the payment was for a term bill to permit registration, the student's registration may be revoked.
3. If the payment was given to settle an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

Yale University eBill-ePay

There are a variety of options offered for making payments. Yale University eBill-ePay is the preferred means for payment of bills. It can be found at www.yale.edu/sis/ebep/. Electronic payments are easy and convenient—no checks to write, no stamps, no envelopes, no hassle. Payments are immediately posted to the student's account. There is no charge to use this service. Bank information is password protected and secure, and there is a printable confirmation receipt. Payments can be made twenty-four hours a day, seven days a week, up to 4 p.m. Eastern Standard Time on the due date to avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students can authorize up to three authorized payers to make payments electronically from their own computers to the student's account using Yale's system.

Use of the student's own bank payment service is not authorized by the University because it has no direct link to the student's Yale account. Payments made through such services arrive without proper account identification and always require manual processing that results in delayed crediting of the student's account, late fees, and anxiety. Students should use Yale eBill-ePay to pay online. For those who choose to pay by check, remittance advice with mailing instructions is available on the Web site.

Yale Payment Plan

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in ten equal monthly installments throughout the year based on individual family budget requirements. It is administered by the University's Office of Student Financial Services. The cost to enroll in the YPP is \$100 per contract. The deadline for enrollment is June 20. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 3" from the Main Menu. The enrollment form can be found online in the Yale Payment Plan section of the Student Accounts Web site: www.yale.edu/sfas/financial/accounts.html#payment.

Tuition Rebate and Refund Policy

On the basis of the federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the following rules apply to the rebate and refund of tuition.

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the School of Architecture for any reason during the first 60 percent of the term will be subject to a pro rata schedule, which will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2008–09, the last days for refunding federal student aid funds will be October 29, 2008 in the fall term and March 27, 2009 in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid:
 - a. 100 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term (September 7, 2008 in the fall term and January 18, 2009 in the spring term).
 - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term (September 22, 2008 in the fall term and February 2, 2009 in the spring term).
 - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm (October 19, 2008 in the fall term and March 1, 2009 in the spring term).
 - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death, and the bursar will adjust the tuition on a pro rata basis.
4. If the student has received student loans or other forms of financial aid, rebates will be refunded in the order prescribed by federal regulations; namely, first to the Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan; Federal Perkins loan; Federal Graduate Plus Loan; then to any other state, private, or institutional scholarships and loans; and, finally, any remaining balance to the student.
5. Loan recipients (Stafford, Perkins, or Yale Student Loan) who withdraw are required to have an exit interview before leaving Yale. Student Financial Services will provide notification about completing the exit interview.



Financial Assistance for the Master's Programs

Admission to the School of Architecture is determined without regard to a student's ability to pay the full cost of his or her education. The School's financial aid policies are designed to maximize the financial assistance to all students with demonstrated need, as determined by the Financial Aid Office.

A student's financial need, considered to be the total cost of education less the student's resource contribution, is first met with an established level of self-help. For students with financial need beyond the established level of self-help, the School of Architecture will award a need-based scholarship. Awarded need-based scholarship is determined by the higher of the two following methods of calculation.

An *Individual Resource Scholarship* is intended for students who do not wish to or who are unable to provide parental resource information. In an effort to equitably award available need-based scholarship among qualified students, the award amount for Individual Resource Scholarships has an upper limit and in some cases, therefore, may not fully cover a student's financial need. A *Family Resource Scholarship* is intended for students who wish to and are able to provide parental resource information. For a student with limited family resources, a Family Resource Scholarship may yield a higher scholarship award than an Individual Resource Scholarship. Submitting parental resource information will not affect the calculation of an Individual Resource Scholarship award.

FINANCIAL AID FOR U.S. CITIZENS AND PERMANENT RESIDENTS

Applicants who wish to apply for financial aid and who are U.S. citizens or permanent residents must complete and submit a Financial Aid Application by February 15, 2009. This form is available online at www.architecture.yale.edu/financialaid. In addition, applicants who wish to apply for financial aid and who are U.S. citizens or permanent residents must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The Yale School of Architecture's FAFSA code number is 001426.

If no parental information is included in the FAFSA application, a student will be considered for only an Individual Resource Scholarship. If a student would like to be considered for a Family Resource Scholarship, parental asset and/or income information must be included when completing the FAFSA application or submitted separately. For students whose parents do not wish to reveal their financial information to the student or for students with separated or divorced parents, parents may submit information separately by completing and submitting a "Parent's Financial Statement" to the School's Financial Aid Office. This form may be found at www.architecture.yale.edu/financialaid. Parental information submitted separately will not be released to students without parental consent.

The deadline for completing the FAFSA application is February 2, 2009. Estimated income may be used to complete these applications in order to meet the February 2 deadline. Because scholarship money and some loan funds are limited, students who miss this deadline may jeopardize their eligibility for financial aid. Students who correctly complete their applications in a timely manner can expect to receive a financial aid determination with an offer of admission.



Self-help may require the use of student loans. Federal Stafford Loans have a fixed interest rate, 6.8 percent. Students with calculated financial need may borrow up to \$8,500 through subsidized Federal Stafford Loans and up to an additional \$10,000 through unsubsidized Federal Stafford Loans. The federal government will pay interest on the subsidized loan while the student is in school and for six months after the student leaves school. The student bears the responsibility for interest on an unsubsidized loan, which may be paid as it accrues or it may be capitalized.

Federal Perkins Loans have a fixed interest rate of 5 percent and the interest does not accrue until after a nine-month grace period has elapsed. Because funding for the Federal Perkins Loan is extremely limited, Yale University requires the student to borrow the maximum subsidized Federal Stafford Loan (\$8,500) before a Federal Perkins Loan can be awarded. Students may borrow up to \$6,000 per year in a Federal Perkins Loan, provided funds are available.

Students are required to reapply for financial aid each spring. Barring any significant changes in a student's financial circumstances (including parental information for students with a Family Resource Scholarship), students can generally expect their need-based scholarship awards to be renewed in subsequent years. However, scholarship awards continue only through the normal length of time required to complete the program of study to which the student was admitted.

After admission to the Yale School of Architecture, students are required to complete a verification process, which includes submission of the student's federal tax returns and, if a Family Resource Scholarship is awarded, also the submission of the parents' federal tax returns; a School of Architecture Financial Aid Application (normally mailed to the student in May); and a Federal Verification Form. In addition, matriculating students who applied for a Federal Stafford Loan (subsidized and/or unsubsidized) or a Perkins

Loan will be required to have an online entrance interview before any loan proceeds can be disbursed. The School reserves the right to adjust a student's financial aid award if the actual income or asset information of the parent, student, or spouse is different from the original information estimated on the financial aid application(s). In addition, all awards are contingent on the student meeting the general eligibility requirements specified by the U.S. Department of Education, including satisfactory academic progress requirements. *Applicants in default on a student loan will not be eligible for any financial aid until the default status has been cleared and documentation provided to the Financial Aid Office.*

FINANCIAL AID FOR INTERNATIONAL STUDENTS

Refer to pages 111–12 for financial aid information for international students.

ADDITIONAL SOURCES OF FUNDING

All students are encouraged to aggressively seek additional funding beyond what is available from the School of Architecture. One of the most helpful Web sites to search for third-party scholarships is www.finaid.org.

Students must advise the Financial Aid Office of all additional awards received (scholarships, grants, loans, teaching assistantships, teaching fellowships, etc.) in order to comply with federal regulations as well as University policy. As a general rule, gift assistance up to \$5,000 can be received without affecting the student's need-based scholarship from the School of Architecture, although it may be necessary to reduce the student's loan(s). Outside assistance in excess of \$5,000 may affect a student's need-based scholarship from the School of Architecture.

Other Loan Programs

Some state and private supplemental loan programs offer funds to students who require loan assistance in excess of the annual borrowing limits for the Federal Stafford and Federal Perkins programs, or who are not eligible for either of these programs. The interest rate is generally tied to the prime or LIBOR rate and a standard commercial credit analysis is usually required.

FINANCIAL AID AND GRADES

All students receiving any form of financial aid from the School of Architecture and the University (Federal Stafford Loans, Federal Perkins Loans, School of Architecture work-study jobs, scholarships) must maintain a satisfactory grade level in all courses and studio work. If a student does not obtain a satisfactory grade level, the appropriate portion of loans and scholarships within the term may be canceled and no further aid may be allocated until there is proof of improvement and/or completion of course and/or studio work.

ADDITIONAL INFORMATION

Students who have additional questions regarding financial aid should contact the Financial Aid Office, Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242, telephone 203.432.2291.



BENEFITS FROM THE DEPARTMENT OF VETERANS AFFAIRS

Eligible students are strongly encouraged to seek specific information about GI Bill Education benefits from the Department of Veterans Affairs at 888.442.4551 or www.gibill.va.gov. The Registrar's Office will be happy to assist students with claims once they are enrolled.

TEACHING AND RESEARCH OPPORTUNITIES

The School offers teaching fellowships, teaching assistantships, and research assistantships. Students appointed as teaching fellows and assistants help faculty in their graduate and undergraduate courses. Research assistants aid faculty in their research. The Teaching Fellowship Program offers stipends (fixed payments); the Teaching Assistantship and Research Assistantship programs offer financial support to students according to the level of teaching or research involvement, and the nature of the course or research in which the student is assisting.

Fellowships and assistantships are one-term appointments made by the Dean's Office at the request of the faculty. These appointments are usually made at the end of a term for the following term.

In addition, several departments in Yale College, including History of Art and several foreign languages, often offer teaching fellowships to students in the School who may have an appropriate expertise.

It is not necessary to qualify for financial aid in order to hold any of these appointments, although the earnings from these appointments may be included in determining financial aid awards.

STUDENT EMPLOYMENT WITHIN THE SCHOOL

The School of Architecture offers students job opportunities within the School that cover a wide variety of needs. Current positions include woodshop or computer monitors, receptionists, exhibition installers, archivists, clerical workers, and Urban Design Workshop employees. Pay for 2008–2009 ranges from \$10.00 to \$13.35 per hour, depending on the level of skill and responsibility required for a particular position. It is not necessary to qualify for financial aid in order to hold any of the positions, although the earnings from these positions may be included in determining financial aid awards.

STUDENT EMPLOYMENT WITHIN THE UNIVERSITY

The Student Employment Office, 246 Church Street, is maintained to give assistance to self-supporting students in obtaining employment outside of the School but within the University during termtime. Student job listings at Yale can be found online at www.yale.edu/seu.

JOB OPPORTUNITIES OUTSIDE THE UNIVERSITY

The School is often advised of various job opportunities outside the University that may interest architectural students, including work in local architectural offices, small architectural jobs, etc. These opportunities are posted for the convenience of students who may be seeking outside work.



International Students

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

All international student applicants for the 2009–2010 academic year at the Yale School of Architecture must complete the General Test of the Graduate Record Examination (GRE) Program (see page 89).

In addition, all applicants whose native language is not English are required to take the Internet-based test of English as a Foreign Language (TOEFL iBT), a test that includes a section on spoken English (see page 89).

Any transcripts, letters of reference, or other application material written in a language other than English must be accompanied by a certified translation.

In order to receive visa documentation, international students must submit proof that income from all sources will be sufficient to meet expenses for that year of study. Each student accepting admission to the School must submit an *International Student Certification of Finances* form. This form, available from the Registrar's Office or accessible on our Web site (www.architecture.yale.edu), is due April 15 with acceptance of the admission offer. It must be completed and signed by the parents (and spouse, if applicable) of an international applicant, and must include all bank and tax information.

Refer to pages 89–97 for further admission requirements.

LANGUAGE SKILLS

All course work at the School is conducted in English. Enrolled students who have difficulties with the English language, whether written or spoken, will be required to take extra courses in its use before they are promoted within their program. Students requiring such courses are responsible for any added tuition cost(s). Financial aid for such English language courses is not available.

FINANCIAL AID FOR INTERNATIONAL STUDENTS

See page 105 for general information regarding Financial Aid.

International students wishing to apply for financial aid are required to complete two financial aid applications: (1) the International Student Financial Aid Application and (2) the International Student Certification of Finances. These forms may be obtained from the Financial Aid Office, or a printable copy is available online at www.architecture.yale.edu.

If no parental information is included in the two financial aid applications, a student will be considered for only an Individual Resource Scholarship. If a student would like to be considered for a Family Resource Scholarship, parental asset and/or income information must be included when completing the applications or may be submitted separately. For students whose parents do not wish to reveal their financial information to the student, or for students with separated or divorced parents, parents may submit information separately by completing and submitting a Parent's Financial Statement to the School's Financial Aid Office. This form may be found at www.architecture.yale.edu/

financial aid. Parental information submitted separately will not be released to students without parental consent.

The deadline for completing the International Student Financial Aid Application and the International Student Certification of Finances is February 2, 2009. Students who miss this deadline may jeopardize their eligibility for need-based scholarship. Students who complete their applications in a timely manner can expect to receive notice of a financial aid determination with an offer of admission.

Through Yale's International Student Loan Program, the School may offer loans to international students who are unable to obtain a loan in their home country. Although the Yale loan may not meet a student's entire financial need, it does not require a co-signer. Yale International Student Loans have a ten-year repayment period, a 5% origination fee, a six-month grace period following separation or graduation from the University, and a fixed interest rate of 7.75%. Interest from these loans accrues during the in-school period and can be capitalized at the end of the grace period.

After admission to the Yale School of Architecture, students are required to complete a verification process, which includes submission (translated into English) of the student's tax returns or alternative documentation of income and, if a Family Resource Scholarship is awarded, also the submission of the parents' tax returns or alternative documentation of income. The School reserves the right to adjust a student's scholarship award if the actual income or asset information of the student, parent, or spouse is different from the original information estimated on the financial aid application(s).

Students are required to reapply for need-based scholarship each spring. Barring any significant changes in a student's financial circumstances (including parental and spousal information), students can generally expect their scholarship awards to be renewed in subsequent years. However, scholarship awards continue only through the normal length of time required to complete the program of study to which the student was admitted.

Refer to page 107 for Additional Sources of Funding.

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support to Yale's international students, faculty, staff, and their dependents. OISS assists members of the Yale international community with all matters of special concern to them and serves as a source of referral to other university offices and departments. OISS staff provide assistance with employment, immigration, personal and cultural adjustment, and family and financial matters, as well as serve as a source of general information about living at Yale and in New Haven. In addition, as Yale University's representative for immigration concerns, OISS provides information and assistance to students, staff, and faculty on how to obtain and maintain legal status in the United States, issues the visa documents needed to request entry into the U.S. under Yale's immigration sponsorship, and processes requests for extensions of authorized periods of stay, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide information about orientation activities for newly arrived students, scholars, and family members. OISS programs, like the international coffee hours, Community Friends hosting program,

daily English conversation groups and conversation partners program, U.S. culture workshops, and receptions for newly arrived graduate students, postdocs, and visiting scholars, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. OISS welcomes volunteers from the Yale community to serve as hosts and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

OISS maintains an extensive Web site (www.oiss.yale.edu) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates.

International students, scholars, and their families and partners can connect with OISS and the international community at Yale by subscribing to the following e-mail lists. OISS-L is the OISS electronic newsletter for Yale's international community. *YaleInternational E-Group* is an interactive list through which over 3,000 international students and scholars connect to find roommates, rent apartments, sell cars and household goods, find companions, and keep each other informed about events in the area. Spouses and partners of international students and scholars will want to get involved with the organization called International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community. The *ISPY E-Group* is an interactive list of over 300 members to connect spouses, partners, and families at Yale. To subscribe to any list, send a message to oiss@yale.edu.

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars is open Monday through Friday from 8:30 a.m. to 5 p.m., except Tuesday, when the office is open from 10 a.m. to 5 p.m.; tel. 203.432.2305.

INTERNATIONAL CENTER FOR YALE STUDENTS AND SCHOLARS

The International Center for Yale Students and Scholars, located at 421 Temple Street, across the street from Helen Hadley Hall, offers a central location for programs that both support the international community and promote cross-cultural understanding on campus. The center, home to OISS, provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays, the center also provides office and meeting space for student groups, and a space for events organized by both student groups and University departments. In addition, the center has nine library carrels that can be reserved by academic departments for short-term international visitors. For more information about the International Center, call 432.2305 or visit the center at 421 Temple Street.



Life at the School of Architecture

The School's activities are centered in its landmark building, Paul Rudolph Hall (formerly the Art & Architecture Building), designed between 1958 and 1963 by Paul Rudolph, who was then the chairman of the Department of Architecture. In 2007–2008 Paul Rudolph Hall underwent an extensive renovation overseen by Gwathmey Siegel and Associates Architects, who also designed the Jeffrey H. Loria Center for the History of Art, an addition to Paul Rudolph Hall that houses the History of Art department. The Robert B. Haas Family Arts Library is also included in this building complex.

The School of Architecture's design studios take advantage of light-filled, loft-like open floors. Students' individual workstations surround common areas where group discussions and reviews take place. Also located within the building are classrooms; exhibition galleries; faculty and administrative offices; and material, wood, metal, computer, and digital-fabrication laboratories. Students have open access to the building twenty-four hours a day throughout the school year.

With a student population of about 190 coming from diverse backgrounds with varying interests and opinions, the School is large enough to support a wide variety of activities and debate. Yet it is small enough to permit students and faculty to know virtually the entire School population as individuals.

Students at the School are encouraged to avail themselves of the entire University. Many students take courses, such as those in history, psychology, studio art, and art history in Yale College and in the Graduate School. Students also take courses in other professional schools such as the School of Forestry & Environmental Studies, the Law School, the Divinity School, and the School of Management.

LECTURES

Throughout the year, nationally and internationally known architects, architectural scholars, and artists are invited to participate in the School's weekly lecture series. The series is open to the public and is free of charge. In fall 2007, lecturers included:

Thomas Auer, Mechanical Engineer

Pier Vittorio Aureli, Architect, Educator, and Brendan Gill Lecturer

Stefan Behnisch, Architect

Santiago Calatrava, Architect, Structural Engineer, Sculptor, and Tanner Lecturer

Erez Ella, Architect and Eero Saarinen Visiting Assistant Professor

Homa Farjadi, Architect

Dolores Hayden, Urban History Scholar

Nick Johnson, Developer and Edward P. Bass Distinguished Visiting Architecture Fellow

Reinhold Martin, Scholar and Myriam Bellazoug Lecturer

Kate Orff, Landscape Architect and Lenahan Memorial Lecturer

Joshua Prince-Ramus, Architect and Eero Saarinen Visiting Assistant Professor



In spring 2008, lecturers included:

Paul Andreu, Architect and Paul Rudolph Lecturer

David Billington, Structural Engineer, Educator, and Gordon H. Smith Lecturer

Mario Carpo, Architectural Historian

Frank O. Gehry, Architect and Eero Saarinen Visiting Professor

Peter Halley, Artist and Educator

Karsten Harries, Philosophy Scholar

Thomas Heatherwick, Designer and Eero Saarinen Lecturer

Richard Meier, Architect and Davenport Visiting Professor

Joan Ockman, Director, Buell Center, Columbia University

Spyros Papapetros, Art and Architecture Historian

Chris Sharples, Architect and Kahn Visiting Assistant Professor

Robert Storr, Art Administrator

Yoshiharu Tsukamoto, Architect and Myriam Bellazoug Lecturer

Anthony Vidler, Architecture Scholar and Educator

Mabel Wilson, Architect

Christopher Wood, Art Historian

SYMPOSIA

During 2007–2008, the School of Architecture sponsored several symposia.

“Constructing the Ineffable: Contemporary Sacred Architecture,” a two-day symposium on October 26–27, 2007, jointly sponsored by the Yale Institute of Sacred Music, the Yale Divinity School, and the School of Architecture, sought to explore ways of widening the circle of discussion about the nature of the sacred in relation to architectural and urban

space. The intention of this symposium was to open a discourse between architects, sociologists, philosophers and theologians by engaging an international and interfaith audience in the consideration of the powerful influence religion has come to exert in contemporary civic life, and the concretization of that role in the design and construction of prominent religious buildings. Those attending heard from the following speakers:

Thomas Beeby, Yale University
Karla Britton, Yale University
Diana Eck, Harvard University
Peter Eisenman, Yale University
Kenneth Frampton, Columbia University
Paul Goldberger, Architecture Critic
Karsten Harries, Yale University
Steven Holl, Architect
Jaime Lara, Yale University
Richard Meier, Architect
Robert Nelson, Yale University
Kishwar Rizvi, Yale University
Moshe Safdie, Architect
Fariborz Sahba, Architect
Hayden Salter, Architect
Vincent Scully, Yale University
Mark Taylor, Columbia University
Stanley Tigerman, Architect
Emilie Townes, Yale University
Miroslav Volf, Yale University

“Building the Future: The University as Architectural Patron,” a two-day symposium on January 25–26, 2008, organized by the History of Art department and the School of Architecture, posed the following questions to practitioners and historians of architecture: What is a great university building? What is the university’s role as patron of architecture? How do university buildings contribute to the production of knowledge? How does great university architecture get made? Those attending heard from the following speakers:

David Brownlee, University of Pennsylvania and Brendan Gill Lecturer
Jay Chatterjee, University of Cincinnati
Laura Cruickshank, Yale University
Frances Halsband, Architect
Sandy Isenstadt, Yale University
David Joselit, Yale University
Chris McVoy, Architect
William J. Mitchell, Massachusetts Institute of Technology
Robert Nelson, Yale University
Mack Scogin, Architect
Robert A.M. Stern, Yale University
Karen Van Lengen, University of Virginia

“Sustainable Architecture, Today and Tomorrow: Reframing the Discourse,” a two-day symposium on April 4–5, 2008, marking the twentieth anniversary of the Brundtland Commission Report, proposed to introduce multiple contexts from which to re-examine the underlying questions of sustainability. Is enough being done and is what’s being done truly effective? Are effective results found by signing a pledge, making a commitment to a target, adopting an array of best practices, and/or using state-of-the-art evaluation tools? What would or could happen if we had the ability to step back and question the very construction of our assumptions that frame our problems in terms of what we know and how we do things? Can we begin to set priorities for a new generation of sustainable design research by identifying new approaches grounded in the practice of architecture, but informed by the knowledge of other disciplines? Those attending heard from the following speakers:

Michelle Addington, Yale University
 James Axley, Yale University
 Stefan Behnisch, Architect and Saarinen Visiting Professor
 Patrick Bellew, Mechanical Engineer
 Gro Harlem Brundtland, United Nations
 Lisa Curran, Yale University
 Daniel Esty, Yale University
 Kristina Hill, University of Virginia
 Lance Hosey, Architect
 Sheila Kennedy, Architect
 Fred Koetter, Yale University
 Keith Krumwiede, Yale University
 Richard C. Levin, Yale University
 Margaret Livingstone, Harvard University
 William Odell, Architect
 Joseph Paradiso, Massachusetts Institute of Technology
 Daniel Pearl, University of Montreal
 Hilary Sample, Yale University
 John Spengler, Harvard University
 Kenneth Yeang, Architect
 Susan Yelavich, Cooper-Hewitt Museum

“Mobile Anxieties,” a two-day symposium organized by the School’s second-year M.E.D. students on April 11–12, 2008, looked critically at the idea that mobility—both literal and metaphoric—undermines traditional notions of boundaries. Those attending heard from the following speakers (asterisk indicates student status):

Sunil Bald, Yale University
 Vandana Baweja, University of Michigan*
 Elizabeth Bishop, Yale University*
 Alan G. Brake, Yale University*
 Adrian Favell, University of California, Los Angeles and Roth-Symonds Lecturer
 Ellen Haller, Massachusetts Institute of Technology*
 Andrei Harwell, Yale University



Kathleen John-Alder, Yale University*

Eeva-Liisa Pelkonen, Yale University

Nicola Pezolet, Massachusetts Institute of Technology*

Enrique Ramirez, Princeton University*

Irene Sunwoo, Princeton University*

Zachary White, Yale University*

DISCUSSIONS

During 2007–2008, the School of Architecture sponsored several panel discussions.

“From Bauhaus to Our House: A Conversation,” on September 10, 2007, included the following speakers:

Peter Eisenman, Yale University

Tom Wolfe, Author

“Photography and the Built Environment,” held on September 21, 2007, included the following speakers:

Jock Reynolds, Director, Yale University Art Gallery

Martha Sandweiss, Amherst College

Laura Wexler, Yale University

“Writing on Architecture,” held on October 8, 2007, included the following speakers:

John Donatich, Director, Yale University Press

Peter Eisenman, Yale University

Luis Fernandez-Galiano, Yale University, Franke Visiting Fellow
Kurt Forster, Yale University
Robert A.M. Stern, Yale University

“Liberal and Illiberal Thoughts on Architecture and Modernity: A Conversation,” organized by the History of Art department and held on January 28, 2008, included the following speakers:

Karsten Harries, Yale University
Joan Ockman, Columbia University
Spyros Papapetros, Princeton University
Anthony Vidler, The Cooper Union
Christopher Wood, Yale University

“Painting Toward Architecture, Architecture Toward Painting,” in honor of Robert Slutzky 1929–2005 (B.F.A. 1952, M.F.A. 1954) and held on February 11, 2008, included the following speakers:

Peter Halley, Yale University
Joan Ockman, Columbia University
Robert Storr, Yale University
Anthony Vidler, The Cooper Union

EXHIBITIONS

The School maintains an active program of exhibitions. The Architecture Gallery, located on the second floor of Paul Rudolph Hall, is open to the public Monday through Friday, 9 a.m.–5 p.m., and Saturday, 10 a.m.–5 p.m. Exhibitions in 2007–2008 included:

Field Guide to Sprawl
August 30–October 19

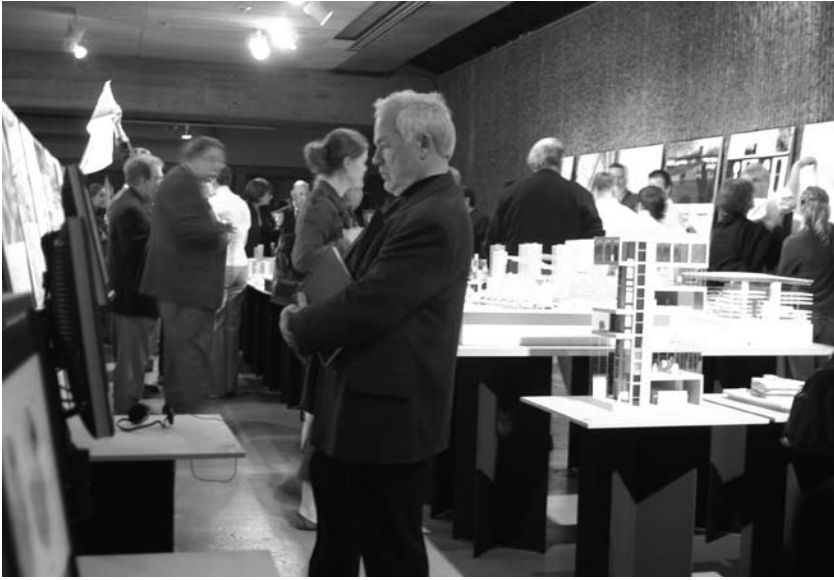
ECOLOGY.DESIGN.SYNERGY
Behnisch Architekten + Transsolar Climate Engineering
October 29–February 1

Painting the Glass House:
Artists Revisit Modern Architecture
February 11–May 9

A/Z
Year-End Exhibition of Student Work
May 23–August 8

PUBLICATIONS

The School supports two student-edited architectural publications. *Perspecta: The Yale Architectural Journal*, the oldest student-edited architectural journal in the United States, is internationally respected for its contributions to contemporary architectural discourse



with original presentations of new projects as well as historical and theoretical essays. *Perspecta*'s editors solicit articles from distinguished scholars and practitioners from around the world, and then, working with graphic design students from the School of Art, produce the journal. *Retrospecta*, an annual journal that includes samples of student work and activities at the School during each academic year, is edited by students and published by the School.

The School also publishes *Constructs*, a twice-yearly news magazine that highlights activities and events at the School, including interviews with visiting faculty members, articles on issues relevant to what is being analyzed and discussed in the design studios, and previews and reviews of the School's exhibitions and lectures. *Constructs* also covers important non-Yale events, exhibitions, and publications.

A number of books have been published in connection with work developed in the School. These include *Hadid Studio Yale* (Monacelli Press, 2001), edited by Douglas Grieco, Wendy Ing, and Nina Rappaport; *The Millennium House* (Monacelli Press, 2004), edited by Peggy Deamer, Nina Rappaport, and Mark Foster Gage; *Eisenman/Krier: Two Ideologies* (Monacelli Press, 2004); *Re-Reading Perspecta* (MIT Press, 2004), edited by Robert A.M. Stern, Alan Plattus, and Peggy Deamer, managing editor Frederick E. Tang; *Poetry, Property, and Place 01: Stefan Behnisch/Gerald Hines* (W.W. Norton, 2006), edited by Nina Rappaport with Markus Dochantschi and Jonah Gamblin; *Future-Proofing 02: Stuart Lipton/Richard Rogers/Chris Wise/Malcolm Smith* (W.W. Norton, 2007), edited by Nina Rappaport with Andrew Steffen; *The Yale Building Project: The First 40 Years* (Yale University Press, 2007), Richard W. Hayes; *Layered Urbanisms* (W.W. Norton, 2008), edited by Nina Rappaport and Julia Stanat with Erin Carraher and Christopher Yost.

YALE URBAN DESIGN WORKSHOP

Alan Plattus, Director

Andrei Harwell, Project Manager

Faculty Associates: James Axley, Diana Balmori, Keith Krumwiede, Edward Mitchell, Hilary Sample

Student Fellows 2007–2008: Lasha Brown, Joseph Famely (F&ES), Mwangi Gathinji, Aram Marks, Nicholas W. McDermott, Vanessa Mendoza (Yale College), Zachary White

The Yale Urban Design Workshop (YUDW) provides a forum for faculty and students from the School of Architecture and other professional schools at Yale to engage in the study of issues, ideas, and practical problems in the field of urban design. Since its founding in 1992, the YUDW has worked with communities across the state of Connecticut, providing planning and design assistance on projects ranging from comprehensive plans, economic development strategies, and community visions to the design of public spaces, streetscapes, and individual community facilities.

The YUDW's clients include small towns, city neighborhoods, planning departments, Chambers of Commerce, community development corporations, citizen groups, and private developers. Recent and current projects include downtown and neighborhood plans for the Connecticut towns of Bristol, New Britain, West Haven, and Woodbridge, as well as planning/development studies for an old airport site in the town of Bethany and a former industrial site in Ansonia. The YUDW also recently developed a proposal for a 2.3 million-square-foot mixed-use project in East Harlem, New York, and worked with the Yale Faculty of Engineering on the redesign of Becton Plaza.

The fall of 2006 marked the completion of the new Alvis Booker Building, housing the Greater Dwight Daycare Center and offices for the Greater Dwight Development Corporation, designed in collaboration with New Haven's Thompson/Edwards Architects. In the summer of 2007 the YUDW once again worked with the Dwight Neighborhood to update their neighborhood plan, following in the footsteps of work undertaken by the YUDW and the Neighborhood Partnerships Network that produced the first Dwight Plan, published in 1995.

In May 2008 a YUDW team of faculty and students helped to organize and lead a design charrette in the Jordan River Valley, to develop plans for a 1,200-acre Peace Park straddling the border between Israel and Jordan. The project is a cross-border environmental and economic development initiative conceived by Friends of the Earth Middle East, an NGO involved in environmental peace making in the region. The Yale team worked on site along with Jordanian, Israeli, and Palestinian professionals and students, and presented the results of the charrette in both Amman and Jerusalem.

STUDENT ORGANIZATIONS

Students at Yale have access to a wide range of activities within the School of Architecture and elsewhere in the University or the community. These focus on academic, cultural, political, and community-based interests. At the School one may join the American Institute of Architecture Students (AIAS) and the National Organization of Minority Architects (NOMA). A student also has the opportunity to be elected to one of several



committees, including the Admissions Committee, the Curriculum Advisory Committee, the Exhibitions Committee, and the Rules Committee. Grassroots initiatives, such as the Leadership, Education, and Athletics in Partnership program (LEAP), the Neighborhood Discovery Program (NDP), the Summer Teen Empowerment Program (STEP), and the Urban Design Workshop, invite active participation in community development.

Outside the School of Architecture, there are many student organizations, including the Bisexual, Gay, and Lesbian Association, the Black Graduate Network (BGN), the Graduate-Professional Student Center at Yale (GPSCY), the New Haven Collaborative (a University-wide community interaction network), the Yale Law School Housing and Community Development Clinic (integrating pro bono legal and architectural services to the New Haven community), and the Women's Center. Countless groups offer membership in other endeavors. Among these are the Yale Cabaret, the *Yale Daily News*, the Yale Gospel Choir, and the Yale Russian Chorus. Students may also apply for grants, through Yale University, to support local summer public service internships that already exist or are of a student's own design.

FACILITIES

Robert B. Haas Family Arts Library

The Yale University Library is one of the great libraries in the world. The Robert B. Haas Family Arts Library, established soon after 1868, is part of the Yale University Library and is located within the Paul Rudolph Hall–Jeffrey H. Loria Center for the History of Art complex. It contains more than 120,000 volumes on architecture, painting, sculpture, graphic design, urban planning, drama, and the history of art and architecture. It serves as the working library for the School of Architecture, the School of Art, the History of Art



department, the School of Drama, and the Yale University Art Gallery, and as an adjunct library for the Yale Center for British Art. The collection includes basic reference works, monographs, exhibition catalogues, an expanding range of digital resources, and histories of the aforementioned fields, bound periodicals, and subscriptions to more than 500 current periodicals and museum bulletins. Approximately 200,000 additional volumes in these fields may be found in related collections at three other Yale libraries: Sterling Memorial Library, the Seeley G. Mudd Library, and the Library Shelving Facility.

The Haas Family Arts Library staff gladly assist students and faculty in exploring the enormously rich library resources at Yale and offer a wide-ranging instructional program aimed at quickly initiating new members of the community into the complex world of information resources.

Visual Resources Collection

The Visual Resources Collection, a department of Sterling Memorial Library, is charged with collection development for digital visual media in the fine arts and architecture. Located in the Robert B. Haas Family Arts Library, the Visual Resources Collection offers a Digital Library of more than 250,000 images reflecting faculty teaching and research interests. The historic collections of 35mm slides, lantern slides, and study photographs are archived in the Library Shelving Facility. The staff is available to assist the Yale community with their image needs.

Fabrication Shops

Graduate and undergraduate students use the School's fabrication shops in support of studio and course work assignments, as well as for independent projects. They include fully equipped facilities for building models, fabricating furniture, sculpting, and explor-

ing building systems. Students work with a wide variety of materials, including wood and wood products, plastics, and ferrous and nonferrous metals. Beyond the normal fabricating equipment and tools usually found in wood and metal shops, the School's equipment includes a vertical mill, a metal lathe, laser cutters, a waterjet cutter, three-axis CNC mills, a five-axis robotic-arm CNC mill with a six-foot reach, a digitally controlled foam cutter, and a plastic 3-D printer. Students with shop experience may apply to the coordinator for positions as shop monitors.

In addition to these facilities in the School of Architecture, Yale has a machine shop in the Chemistry Lab that offers a course on machining. Gibbs Lab offers machining services to students at reasonable rates and sells a range of industrial materials. The New Haven area boasts a large number of suppliers of all types of materials.

All incoming students take the Summer Shops Techniques Course during the week before classes begin. This intensive course teaches students how to work safely in the shop while exposing them to a wide range of tools and procedures. During the year, staff is available to assist students with their projects. Individual instruction is always available from the staff and monitors. First-year M.Arch. I students use the fabrication shops to fabricate elements for the Building Project.

Digital Media Facilities

Digital media and saturated information systems are an integral part of the School's curriculum. The School provides students with a high-quality and solid information infrastructure, including e-mail and roaming server space. The School has its own proprietary digital media facilities that consist of a centralized server-pool for high quality distributed information systems, remote computer clusters and high-end workstations throughout the School, architectural software solutions, and integrated design tools. All students are provided with a high-end computer workstation, including an LCD monitor. The School also provides computers in different platforms for students' design, research, computational, communication, and fabrication needs. In addition, network ports are located throughout the studios to allow students to have their own computers at their workstation. The School provides data projectors, digital cameras, large-format plotters, 2-D and 3-D printers, and scanners for individual student use. In addition, students at the School have access to the Digital Media Center for the Arts (DMCA) at 149 York Street, a multimedia facility that was created to explore new areas of education and cross-disciplinary interaction that result when traditional art collides with the computer age.

ACADEMIC REGULATIONS

Grading System

All courses within the School of Architecture are graded Pass (P), Low Pass (LP), or Fail (F). Letter grades are given for most courses taken outside the School, either in Yale College, the Graduate School, or any of the other professional schools at the University. Certain outside courses may be elected under a Pass/Fail option (see the bulletin *Yale College Programs of Study*). Credit will be given for any passing grades (P, LP, A–D). No credit will be given for a grade of F. For each School of Architecture course, faculty members issue written evaluations of each student. These evaluations remain part of the student's permanent record but are not included on transcripts.

Course Changes

It is the student's responsibility to maintain an accurate course schedule in the Registrar's Office. *Any change* (drop or add) to the schedule agreed upon at registration should be reported immediately. No adding of courses will be permitted after the second week of any term. A student may drop a course, without grade reporting, up to six weeks from registration. At this time, courses are permanently entered onto the transcript. After six weeks from registration until the last day of classes in each term, a student may withdraw from a course with the permission of an assistant dean. At the time the student withdraws, the notation "Withdraw" will be entered onto the transcript. Course withdrawal forms may be obtained in the Registrar's Office. Between the end of classes in each term and the beginning of the examination period, no student will be permitted to withdraw from any course. If the instructor of a course reports to the registrar that a student has not successfully completed a course from which the student has not formally withdrawn, a grade of F will be recorded in that course.

Class Cancellations

The School of Architecture does not cancel classes because of adverse weather conditions. Individual classes may be canceled by instructors on occasion, and makeup classes are scheduled.

Portfolio Requirement

All students working toward an M.Arch. degree must maintain a portfolio of work done in studio courses. This portfolio is reviewed by the Design Committee as a way of evaluating the student's progress.

While the student's School portfolio may emphasize the best work of the student's choice, it must also provide comprehensive coverage of work from each studio project for every term the student is enrolled. Students are encouraged, but not required, to supplement their design studio work with projects from other courses. Such work may be accommodated in a separate section of the portfolio or in a second book. Professional work is not to be included.

This portfolio should not exceed 15 by 20 inches and may not contain slides, tapes, videos, or CDs. The portfolio may not be submitted in digital format, on line, or on disk. Each project should be clearly labeled, stating the name of the project, term, date, and instructors. A passport photo must be affixed to the inside front cover of the portfolio.

The portfolio must be submitted for evaluation at the end of the third term for M.Arch. I students and at the end of the second term for M.Arch. II students and before graduation for all M.Arch. students.

In order for a graduating student to receive his/her diploma, he/she is required to submit both a "hard copy" version and a digital version of his/her portfolio. The digital version will be placed in the University Archives, where, upon receipt, it will be open to all researchers.

Interim Progress Evaluations

After the end of a student's third term in the M.Arch. I and second term in the M.Arch. II programs, the Design Committee will evaluate these students for consideration for



promotion to the remainder of their program. At their discretion, the Design Committee, based upon their evaluation, may require a student to submit a reworked portfolio at a later date and/or take courses that are not in the normal sequence, take additional course(s) beyond those normally prescribed in order to graduate, take a Required Leave of Absence, or may be required to withdraw from the School. Submission of portfolios is required for this review.

Refer to the School's *Academic Rules and Regulations* for further details regarding academic evaluation.

Final Progress Evaluation Review

In addition to the completion of degree requirements, in order to graduate, all M.Arch. students must pass a final review conducted by the Design Committee. This final review uses a student's portfolio as a basis for discussion on the student's general design progress. Students who fail the final review may be asked to submit a reworked portfolio at a later date and/or take courses that are not of the normal sequence, take additional courses that may delay graduation, take a Required Academic Leave of Absence, or may be required to withdraw from the School. Submission of portfolios is required for this review.

Commencement

Attendance is required at Commencement exercises for all degree candidates. Special permission to be excused must be obtained from the dean.

Elective Leaves of Absence

Students are expected to follow a continuous course of study at the School. Students may be granted leaves of absence for periods up to, but not to exceed, one year. Such

leaves may be for further career development (professional or scholarship activities) or for personal reasons (such as parental, financial, or health issues).

Requests for non-medical leaves must be submitted before the end of the term immediately preceding the term of the intended leave. Those granted leaves must file formal notice of return one month before the end of the term immediately preceding the return to the School. In all cases, leave requests are subject to review and approval of the Rules Committee, which will, in turn, consult with the appropriate faculty and administration offices of the University.

Students who for medical reasons must take a leave of absence are required to get a written letter from their doctor indicating that they are required to withdraw from their academic work. This letter will go to both the registrar and the chairperson of the Rules Committee. Upon requested re-entry into the School, such students must provide a letter from their doctor stating that the cause of their leave has been remedied. In addition, before re-registering, a student on medical leave must secure written permission to return from a physician at the University Health Services. The date of return from a medical leave of absence must be discussed with and approved by the dean to allow for successful completion of course work and requirements.

Students who receive financial aid must contact the Financial Aid Office prior to taking a leave of absence.

GENERAL REGULATIONS

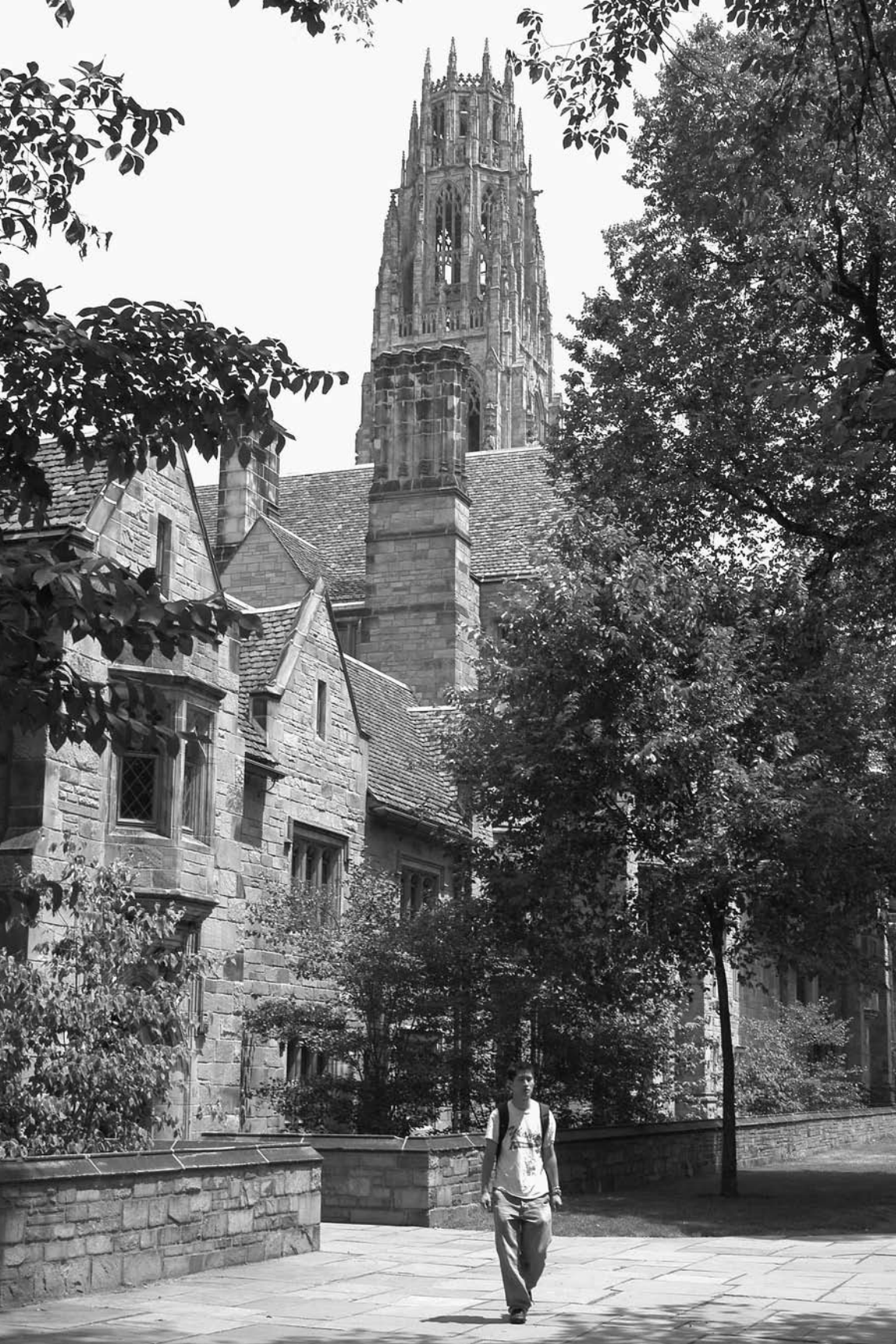
1. Students are required to conform to the regulations established by the School of Architecture. The *School of Architecture Handbook* contains the School's *Academic Rules and Regulations*. This handbook can be found online at www.architecture.yale.edu/handbook.
2. In order to graduate, students must complete all required and elective course degree requirements listed for their academic program. Students are responsible for ensuring that their own course selections meet their degree requirements.
3. It is expected that students will attend all classes regularly. In any course, more than two unexcused absences may result in a failing grade.
4. The School reserves the right to require the withdrawal of any student whose work fails to meet the School's requirements or whose conduct is deemed harmful to the School. Refer to the General Conduct and Discipline section of the *School of Architecture Handbook* for details and to the policy on Student Grievances in the *Bulletin & Calendar*.
5. The School reserves the right to retain examples of a student's work each term for exhibition purposes, and no work may be removed without permission.

COMMITTEE STRUCTURE

The following committees, composed of faculty members appointed by the dean and elected student representatives, assist the dean in the formulation and implementation of policies governing activities of the School:

1. Executive Committee (permanent and other faculty members). Participates in policy making, operational decisions, and faculty appointments.

2. Rules Committee (four faculty members, three students). Reviews and recommends procedural rules and curriculum regulations; responsible for interpretation and implementation of rules.
3. Admissions Committee (seven faculty members, four students). Reviews and makes recommendations on admission policies; reviews all applications for admission and recommends on acceptance.
4. Curriculum Committee (dean, assistant dean responsible for curricular affairs, and study area coordinators). Reviews and recommends curriculum changes; responsible for the development of detailed curriculum for each term.
5. Design Committee (design faculty). Discusses and reviews issues that involve the teaching of design; evaluates student design performance.
6. M.E.D. Program Committee (faculty members, two students). Acts as directive body and as liaison for M.E.D. students to assist in general orientation; reviews student work and recommends curriculum changes.
7. Undergraduate Planning Committee (faculty members). Plans and reviews courses in architecture offered to Yale College undergraduate students; oversees Yale College Architecture major.
8. Lectures Committee (two faculty members, three students). Plans and arranges School's lectures.
9. Liaison with the Arts Library (four faculty members, one student). Advises on acquisitions and maintenance of the collections in the areas of architecture, environmental design, structures, and planning.
10. Joint Master of Architecture/School of Management Degree Committee (three faculty members). Reviews and approves individual candidate's course of study proposal for the joint degree; acts as liaison with the School of Management.
11. Exhibitions Committee (two faculty members, three students). Plans and arranges School's exhibitions.
12. Curriculum Advisory Committee (three faculty members, four students).
13. Dean's Advisory Committee on Student Grievances (three faculty members, one student).
14. Awards and Prizes Committee (seven faculty members).
15. Communications Committee (five faculty members, two students).



Life at Yale University

Founded in 1701, Yale began as an undergraduate college. In the nineteenth and twentieth centuries Yale added, one by one, the graduate and professional schools that now constitute a major university. Today, a combined total of more than 11,000 students in the undergraduate college and the eleven graduate and professional schools study for thirty-three different degrees. A faculty of more than 2,400 men and women teach and administer programs across a range of disciplines in the sciences and engineering, the social sciences, the humanities, and the arts.

A GLOBAL UNIVERSITY

In a speech entitled “The Global University,” Yale President Richard C. Levin declared that as Yale enters its fourth century, its goal is to become a truly global university—educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world:

The globalization of the University is in part an evolutionary development. Yale has drawn students from outside the United States for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. But creating the global university is also a revolutionary development—signaling distinct changes in the substance of teaching and research, the demographic characteristics of students, the scope and breadth of external collaborations, and the engagement of the University with new audiences.

Yale University’s goals and strategies for internationalization are described in a report entitled “The Internationalization of Yale: The Emerging Framework,” which is available online at www.world.yale.edu/pdf/Internationalization_of_Yale.pdf.

International activity is coordinated by several University-wide organizations in addition to the efforts within the individual schools and programs.

Launched in 2003–2004, the Office of International Affairs supports the international activities of all schools, departments, offices, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale’s international activities around the globe. (www.yale.edu/oia)

The Office of International Students and Scholars is a resource on immigration matters and hosts orientation programs and social activities for the University’s international community. See pages 112–13 in this bulletin and www.oiss.yale.edu.

The Whitney and Betty MacMillan Center for International and Area Studies is the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures. (www.yale.edu/macmillan)

The Yale Center for the Study of Globalization draws on the intellectual resources of the Yale community, scholars from other universities, and experts from around the world to support teaching and research on the many facets of globalization, and to enrich debate through workshops, conferences, and public programs. (www.ycsg.yale.edu)

The Yale World Fellows Program hosts eighteen emerging leaders from outside the United States each year for an intensive semester of individualized research, weekly seminars, leadership training, and regular interactions with the Yale community. (www.yale.edu/worldfellows)

For additional information, the “Yale and the World” Web site offers a compilation of resources for international students, scholars, and other Yale affiliates interested in the University’s global initiatives. (www.world.yale.edu)

CULTURAL RESOURCES

Two sources of information about the broad range of events at the University are the *Yale Bulletin & Calendar* (YB&C), a newspaper printed weekly during the academic year, and the Yale Calendar of Events, an interactive calendar that can be found online at <http://events.yale.edu/opa>. The YB&C, which also features news about Yale people and programs, is available without charge at many locations throughout the campus and is sent via U.S. mail to subscribers; for more information, call 203.432.1316. The paper is also available online at www.yale.edu/opa/yb&c.

Libraries and Collections at Yale

The Yale University Library consists of the central libraries—Sterling Memorial Library, the Cross Campus Library, the Beinecke Rare Book and Manuscript Library, and the Seeley G. Mudd Library—and thirty school and department libraries, as well as small collections within each of the twelve residential colleges. Second largest among the university libraries in the United States, the Yale University Library contains about 11 million volumes, half of which are in the central libraries. Students have access to the collections in all the libraries at Yale.

Yale University Art Gallery

The Yale University Art Gallery at 1111 Chapel Street is the oldest university art museum in North America, having been founded in 1832 when the patriot-artist John Trumbull gave more than one hundred of his paintings to Yale. Since then its collections have grown to number over 100,000 objects from all periods of the history of art from ancient Egyptian times to the present.

The Yale University Art Gallery contains representative collections of ancient, medieval, and Renaissance art, Near and Far Eastern art, archaeological material from the University’s excavations, Pre-Columbian and African art, works of European and American masters from virtually every period, and a rich collection of modern art. Highlights include masterpieces by Van Gogh, Manet, Monet, Picasso, Homer, Eakins, Rothko, Pollock, David Smith, Richard Serra and Sol LeWitt, as well as the distinguished Société Anonyme collection of early modernist art. There are notable collections of Etruscan and Greek vases; early Italian paintings; and Chinese paintings, ceramics, bronzes, and textiles; as well as a comprehensive collection of master prints, drawings, and photographs. The Art Gallery’s collection of American paintings and decorative arts is one of the finest in the world.

Ten to twelve special exhibitions, organized by the Art Gallery staff, Yale faculty and graduate students, and occasional guest curators, are on view each year, in addition to



several small teaching exhibitions. While focusing on its role as a center for scholarly research in the history of art and museum training for graduate and undergraduate students at Yale, the Art Gallery also maintains an active schedule of public education programming.

The museum occupies two adjacent structures. The main building, across York Street from the School, completed in 1953, was designed by the distinguished American architect Louis I. Kahn, who was then a member of the architecture faculty. His first important public commission, and the first of four art museums he would design, the Art Gallery has been acclaimed for its significance to the history of contemporary American architecture. Although it was the first modern-style building on the Yale campus, Mr. Kahn's Art Gallery harmonizes with older structures, including Egerton Swartwout's Italian gothic Art Gallery of 1928, to which it is directly connected.

Yale Center for British Art

The Yale Center for British Art, designed by architect Louis I. Kahn, and a gift of the late Paul Mellon '29, houses the largest collection of British paintings, prints, drawings, and rare illustrated books outside England. The collection presents a survey of English art, life, and thought from the sixteenth century through the twentieth. The particular strength of this collection lies in the holdings from the period between the birth of Hogarth and the death of Turner (1697–1851).

The center, across Chapel Street from the Art Gallery, is Kahn's final work. At the time of his death in 1974, about one-third of the building was constructed and most of the major design decisions had been made. However, the construction drawings were incomplete and many secondary design decisions had not yet been detailed or conceived by Mr. Kahn. To complete the building in the context of his philosophy, Yale hired the

architectural firm of Pellecchia and Meyers. Marshall Meyers (M.Arch. 1957) was a student and then a collaborator of Mr. Kahn's.

In addition to the normal functions of a public art museum and rare book library, the center provides classrooms for teaching, a reference library for specialized research, a complete photographic archive of British art, offices for visiting fellows, and other research facilities.

Peabody Museum of Natural History

The Yale Peabody Museum of Natural History was founded in 1866, with a gift from philanthropist George Peabody, to house Yale's existing scientific collections and those of its first curators. The present neo-gothic style building opened to the public in 1925. The exhibition halls feature the museum's mineralogical and ornithological collections, a renowned paleontological exhibit that includes an intact original fossil skeletal mount of an Apatosaurus, and a variety of displays surveying the animal kingdom, cultures of the Americas, and a range of North American habitat environment displays. Research in the fields of paleontology, anthropology, zoology, and evolutionary biology makes the Peabody a working museum, where public exhibition, research, and teaching interact.

Additional Cultural and Social Resources

There are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, the Duke Ellington Series, the Horowitz Piano Series, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and numerous special events.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at the University Theatre, Yale Repertory Theatre, Yale Cabaret, Long Wharf Theatre, Palace Theater, and Shubert Performing Arts Center.

Founded in 1971, the Graduate-Professional Student Senate (GPSS) fosters discussion and the exchange of ideas among the graduate and professional student population. All graduate and professional students are eligible to become senators. Senators are chosen each year by their respective schools. The GPSS meets every two weeks throughout the academic year, and meetings are open to the graduate and professional school community. Members serve on and make appointments to University committees, meet with University officials and Yale Corporation members, sponsor informational workshops and conferences, organize lectures and social events, and assist in community service events. Additionally, the GPSS oversees operation of the Graduate-Professional Student Center at Yale (GPSCY), at 203 York Street, which includes office and meeting spaces for graduate-professional student organizations, and the Gryphon's Pub. For more information, please contact gpss@yale.edu or visit www.yale.edu/gpss.

The McDougal Graduate Student Center in the Hall of Graduate Studies provides space and resources for building intellectual, cultural, and social community among graduate students, and for enhancing professional development activities across the departments of the Graduate School. The Center houses the cooperating offices of Graduate Career Services, Graduate Student Life, and the Graduate Teaching Center, as well as the Writing Program and the Resource Library. Graduate Career Services provides programs, advising, and on-campus recruitment for academic and non-academic jobs for Graduate School students. In the Graduate Student Life Office, McDougal Fellows, who are current graduate students, plan and organize socials; community service activities; arts, music, and cultural events; sports and wellness events; events for international students, and students with children. The Graduate Teaching Center provides pedagogical workshops, videotape consultation, and teaching forums led by the GTC student consultants and the director. The Writing Center offers programs tailored to specific Graduate School departments. The McDougal Center welcomes the participation of postdoctoral fellows, alumni/ae of the Graduate School, students from other Yale professional schools, and members of the larger Yale community. The Center houses a large common room with comfortable furnishings, a computer kiosk, wired and wireless Internet access, newspapers, and magazines, and the student-run Blue Dog Café, which serves coffee and light foods. Other resources include a large program room with AV equipment, and a public computer cluster with ITS laser printer and copier. The McDougal Center is open weekdays from 9 a.m. to 11 p.m. and weekends from 11 a.m. to 11 p.m. during the academic year. For more information or to sign up for weekly e-mail Notes, visit the Web site at www.yale.edu/graduateschool/mcdougal; tel., 203.432.BLUE; e-mail, mcdougal.center@yale.edu.

ATHLETIC RESOURCES

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, jazz, modern, and ballroom), martial arts, yoga and pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses.

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, the Yale Polo and Equestrian Center, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the



University may participate at each of these venues for a modest fee. Up-to-date information on hours and specific costs at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Please check the Yale Athletics Web site (<http://yalebulldogs.collegesports.com>) for more information concerning any of these recreational facilities and programs.

Approximately fifty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of these activities are open to graduate and professional school students. Yale faculty, staff, and alumni, and nonaffiliated groups may use the Yale Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes overnight cabins and campsites, a pavilion and dining hall, and a waterfront area with a supervised swimming area, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC season extends from the third weekend in June through Labor Day and September weekends. For more information, telephone 203.432.2492 or visit the Web page at <http://yalebulldogs.collegesports.com> (click on Sports Rec, then on Outdoor Education).

Throughout the year, Yale University graduate and professional school students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or online at <http://yalebulldogs.collegesports.com>.

RELIGIOUS RESOURCES

The religious and spiritual resources of Yale University serve all students, faculty, and staff. These resources are coordinated and/or supported through the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Yale University Church at Battell Chapel, an open and affirming church; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; Indigo Blue: A Center for Buddhist Life at Yale; several Protestant denominational ministries and non-denominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Council, and the Muslim Student Association. Hours for the Chaplain's Office during the academic term are Monday through Friday, 8:30 a.m. to 5 p.m., as well as evenings Sunday through Thursday, 5 to 11. Additional information is available at www.yale.edu/chaplain.

HEALTH SERVICES

Yale University Health Services (YUHS) is located on campus at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a round-the-clock urgent care clinic, and such specialty services as allergy, dermatology, orthopedics, and a travel clinic. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined above, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS's services are detailed in the *YHP Student Handbook*, available through the YHP Member Services Department, 203.432.0246, or on the YHP Web site at www.yale.edu/yhp.

Eligibility for Services

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Health & Counseling. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for YHP Basic Coverage but may enroll in YHP Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for YHP Basic Coverage but may enroll in the YHP Billed Associates Plan and pay a monthly premium. Associates must register for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for YHP Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must register with the YHP

Member Services Department. Enrollment applications for the YHP Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the YHP Member Services Department.

All students are welcome to use specialty and ancillary services at YUHS. Upon referral, YHP will cover the cost of these services if the student is a member of YHP Hospitalization/Specialty Coverage (see below). If the student has an alternate insurance plan, YHP will assist in submitting the claims for specialty and ancillary services to the other plan and will bill through the Office of Student Financial Services for noncovered charges and services.

Health Coverage Enrollment

The University also requires all students eligible for YHP Basic Coverage to have adequate hospital insurance coverage. Students may choose YHP Hospitalization/Specialty Coverage or elect to waive the plan if they have other hospitalization coverage, such as coverage through a spouse or parent. The waiver must be renewed annually, and it is the student's responsibility to confirm receipt of the waiver form by the University's deadlines noted below.

YHP HOSPITALIZATION/SPECIALTY COVERAGE

For a detailed explanation of this plan, see the *YHP Student Handbook*, which is available online at www.yale.edu/yhp/pdf/studenthb.pdf.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for YHP Hospitalization/Specialty Coverage. Students with no break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from September 1 through August 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, YHP Hospitalization/Specialty Coverage begins on the day the dormitories officially open. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through August 31.

Waiving the YHP Hospitalization/Specialty Coverage Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing a waiver form that demonstrates proof of alternate coverage. Waiver forms are available from the YHP Member Services Department. It is the student's responsibility to report any changes in alternate insurance coverage to the YHP Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under the YHP. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

Revoking the waiver Students who waive YHP Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the YHP Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. YHP premiums will not be prorated.

YHP STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or same-gender domestic partner and/or legally dependent child(ren) under the age of nineteen in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both the YHP Basic Coverage and the YHP Hospitalization/Specialty Coverage. YHP Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/yhp) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP STUDENT AFFILIATE COVERAGE

Students on leave of absence or extended study, students paying less than half tuition, or students enrolled in the Eli Whitney Program prior to September 2007 may enroll in YHP Student Affiliate Coverage, which includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/yhp) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP PRESCRIPTION PLUS COVERAGE

This plan has been designed for Yale students who purchase YHP Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. YHP Prescription Plus Coverage provides protection for some types of medical expenses not covered under YHP Hospitalization/Specialty Coverage. Students are billed for this plan and may waive this coverage. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only. For a detailed explanation, please refer to the *YHP Student Handbook*.

Eligibility Changes

Withdrawal A student who withdraws from the University during the first ten days of the term will be refunded the premium paid for YHP Hospitalization/Specialty Coverage and/or YHP Prescription Plus Coverage. The student will not be eligible for any YHP benefits, and the student's YHP membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. At all other times, a student who withdraws from the University will be covered by YHP for thirty days following the date of withdrawal or to the last day of the term, whichever comes first. Premiums will not be prorated or refunded. Students who withdraw are not eligible to enroll in YHP Student Affiliate Coverage.

Leaves of absence Students who are granted a leave of absence are eligible to purchase YHP Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during



the term, YHP Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in YHP Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Premiums paid for YHP Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/yhp). Premiums will not be prorated or refunded.

Extended study or reduced tuition Students who are granted extended study status or pay less than half tuition are not eligible for YHP Hospitalization/Specialty Coverage and YHP Prescription Plus Coverage. They may purchase YHP Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/yhp). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

For a full description of the services and benefits provided by YHP, please refer to the *YHP Student Handbook*, available from the YHP Member Services Department, 203.432.0246, 17 Hillhouse Avenue, PO Box 208237, New Haven CT 06520-8237.

Required Immunizations

Measles (rubeola) and German measles (rubella) All students who were born after December 31, 1956, are required to provide proof of immunization against measles (rube-

ola) and German measles (rubella). Connecticut state law requires two doses of measles vaccine. The first dose must have been given after January 1, 1969, *and* after the student's first birthday. The second dose must have been given after January 1, 1980. These doses must be at least 30 days apart. Connecticut state law requires proof of one dose of rubella vaccine administered after January 1, 1969, *and* after the student's first birthday. The law applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles and rubella.

Meningococcus (meningitis) All students living in on-campus housing must be vaccinated against meningococcal disease. The law went into effect in September 2002, meaning that all returning students who plan to live in University housing must be immunized or show proof of immunization within the last five years. Students who are not compliant with this law will not be permitted to register for classes or move into the dormitories for the fall term, 2008. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

Note: Students who have not met these requirements prior to arrival at Yale University must receive the immunizations from YHP and will be charged accordingly.

RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 30. Special requests for University housing need to be made in the housing application. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located in William L. Harkness Hall (WLH), Rooms 102 and 103. Access to the Resource Office is through the Cross Campus entrance to WLH. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (www.yale.edu/rod).



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Life in New Haven

New Haven has a town's scale, with low buildings, tree-lined streets, and pockets of stores and restaurants to serve local residents. It also has the resources and conveniences of a city, with a downtown of office buildings, courthouses, and hotels, many of which surround the central Green that adjoins Yale's Old Campus.

The downtown area is small and inviting, easily traversed by foot. Bordering the Yale campus are music stores, cafes, bookstores, clothing boutiques, art supply stores, and a variety of small retail shops. Restaurants surround the campus, allowing students to walk from Paul Rudolph Hall and sample the best of American, Chinese, Cuban, Eritrean, Ethiopian, French, Greek, Indian, Irish, Italian, Jamaican, Japanese, Korean, Malaysian, Mexican, Middle Eastern, Nuevo Latino, Spanish, Swedish, Thai, Turkish, and Vietnamese cuisine.

New Haven enjoys outstanding cultural attractions for a city of its size. In addition to Yale's own concerts and recitals, the New Haven Symphony Orchestra and New Haven Chorale also perform regularly at Woolsey Hall. The Yale Repertory Theater, on campus, and Long Wharf Theatre, nearby, are two of the leading repertory theaters in the country. The Shubert Performing Arts Center just off campus, bring in touring companies and nationally known performers. In addition to the lively theater and concert venues on and off campus, popular, folk, and rock artists also perform regularly at the New Haven Green, Toad's Place, and other jazz and dance clubs.

Most students of the School of Architecture live within short walking distance of Paul Rudolph Hall, in neighborhoods that retain the flavor of the many different religious and ethnic groups that followed the Puritan settlers into the city. Neighborhood festivals punctuate the year, such as the Cherry Blossom Festival and the Santa Maria Maddalena Festival in Wooster Square, a traditionally Italian neighborhood famous for its restaurants; the largest St. Patrick's Day celebration between New York and Boston; and the Fiestas de Loiza, a celebration of Afro-Puerto Rican culture in the Fair Haven district. In June, the annual International Festival of Arts and Ideas brings over 100,000 people to the downtown area for events and performances by artists representing more than two dozen cultures.

New Haven is ringed by parks, including East Rock and West Rock parks. There are many public tennis courts and eight golf courses within the area, including Yale's own golf course, considered to be one of the best collegiate courses in the world. There are nearby skating and skiing facilities. Each August, New Haven hosts the Pilot Pen men's and women's tennis tournament.

New Haven is one of the major stops on the Amtrak high-speed Acela and regular train service between Washington, D.C., and Boston. Metro-North also provides frequent train service between Manhattan and New Haven. By train, New Haven is approximately ninety minutes from New York City and two and one-half hours from Boston, depending upon the service selected.

New Haven is directly served by US Airways Express at Tweed–New Haven Airport with taxi service to New Haven. Frequent limousine bus service to New Haven is also available from the major airports of Bradley (Hartford, Connecticut), Kennedy and LaGuardia (New York City), and Newark (New Jersey).

Additional information about New Haven is available online at www.yale.edu/livingnh and www.cityofnewhaven.com/today.



Faculty Profiles

Robert A.M. Stern Dean and J.M. Hoppin Professor of Architecture. Mr. Stern, founder and senior partner in the firm of Robert A.M. Stern Architects of New York City, is a Fellow of the American Institute of Architects and received the Medal of Honor in 1984 and the President's Award in 2001 from its New York chapter. Prior to becoming dean in 1998, he was a professor of architecture and director of the Preservation program at the Graduate School of Architecture, Planning, and Preservation at Columbia University. Mr. Stern served from 1984 to 1988 as the first director of Columbia's Temple Hoyne Buell Center for the Study of American Architecture. He has lectured extensively in the United States and abroad on both historical and contemporary topics in architecture. He is the author of several books, including *New Directions in American Architecture*; *George Howe: Toward a Modern American Architecture*; and *Modern Classicism*. Mr. Stern's particular interest and experience in the development of New York City's architecture and urbanism can be seen in books he has co-authored: *New York 1880*, *New York 1900*, *New York 1930*, *New York 1960*, and *New York 2000*. In 1986 Mr. Stern hosted "Pride of Place: Building the American Dream," an eight-part, eight-hour documentary television series aired on PBS. In the fall of 2001, Mr. Stern lectured at Yale as the William Clyde DeVane Professor. In 2002 he received the President's Medal from the Architectural League of New York. Mr. Stern received a B.A. from Columbia University and an M.Arch. from Yale University.

D. Michelle Addington Associate Professor. Prior to teaching at Yale, Ms. Addington taught at Harvard University for ten years and before that at Temple University and Philadelphia University. Her background includes work at NASA/Goddard Space Flight Center, where she developed structural data for composite materials and designed com-

ponents for unmanned spacecraft. Ms. Addington then spent a decade as a process design and power plant engineer as well as a manufacturing supervisor at DuPont, and after studying architecture, she was an architectural associate at a firm based in Philadelphia. She researches discrete systems and technology transfer, and she serves as an adviser on energy and sustainability for many organizations, including the Department of Energy and the AIA. Her chapters and articles on energy, environmental systems, lighting, and materials have appeared in many books and journals and she recently co-authored *Smart Materials and Technologies for the Architecture and Design Professions*. She received a B.S.M.E. from Tulane University, a B.Arch. from Temple University, a M.Des.S. and a D.Des. from Harvard University.

James W. Axley Professor. Mr. Axley teaches structural and environmental technology courses and related seminars. He also coordinates, together with Professor Stephen Kellett of the School of Forestry & Environmental Studies, the joint-degree program in Architecture and Environmental Management. Over a fifteen-year period prior to joining the Yale faculty, Mr. Axley taught at the University of California at Berkeley, Cornell University, and the Massachusetts Institute of Technology. In the professional realm, he has served as technical consultant to a number of influential architectural firms, including Christopher Alexander, Fernau & Hartman, Lyndon & Buchanan, and Koetter, Kim, and Associates and worked as a research engineer at the U.S. National Institute of Science and Technology. He has published and presented a series of influential papers relating to the development of computational techniques for building thermal, airflow, and air quality analysis. Mr. Axley serves as consultant and adviser to the Environmental Protection Agency, Department of Energy, National Institute of Standards and Technology, and the European International Energy Agency. He received a B.S. from the University of Wisconsin, Madison, and M.Arch., M.S., and Ph.D. degrees from the University of California at Berkeley.

Thomas H. Beeby Professor (Adjunct). Mr. Beeby teaches design and offers a seminar on architectural building. He was dean of the School from 1985 until 1992, and director of the School of Architecture at the University of Illinois at Chicago from 1980 to 1985. As principal in charge of design with his own firm, he oversees the planning and design of a variety of projects including Chicago's Harold Washington Library Center and the Hole-in-the-Wall-Gang Camp in Connecticut. Mr. Beeby received a B.Arch. from Cornell University and an M.Arch. from Yale University.

Deborah Berke Professor (Adjunct). Ms. Berke teaches design and offers a seminar in building materials. She has taught at the University of Maryland, the University of Miami, the Rhode Island School of Design, and the Institute for Architecture and Urban Studies. She has served as a jurist and guest lecturer throughout the United States. She has won numerous design awards for her work, which includes Holcombe T. Green, Jr. Hall, the new home of the Yale School of Art, 1156 Chapel Street, directly across from the A&A Building. Ms. Berke's work has been widely published in magazines as diverse as *Architecture*, *Architectural Review*, *Architectural Record*, *Newsweek*, and *Vogue*. She was a coeditor of several architectural publications, including *Architecture of the Everyday*. Ms. Berke received a B.F.A. and a B.Arch. from the Rhode Island School of Design and an M.U.P. in Urban Design from the City University of New York.

Phillip G. Bernstein Lecturer. Mr. Bernstein is a practicing architect with twenty-five years of experience and a vice president at Autodesk, Inc., a provider of architectural and engineering software, where he leads industry strategy and relations for the AEC Division. At Autodesk he is responsible for setting the company's future vision and strategy for technology serving the building industry, as well as cultivating and sustaining the firm's relationships with strategic industry leaders and associations. Prior to joining Autodesk, Mr. Bernstein was an associate principal at Pelli Clarke Pelli Architects. He writes and lectures extensively about practice and technology issues and has been published in *Architectural Record*, *Architecture*, *Design Intelligence*, *Fortune*, and *Perspecta*. Mr. Bernstein is a trustee of the Emma Willard School of Troy, N.Y., a senior fellow of the Design Futures Council, a Fellow of the American Institute of Architects, and former chair of the AIA National Documents Committee. He holds a B.A. and an M.Arch. from Yale University.

Ljiljana Blagojević Visiting Associate Professor. Ms. Blagojević teaches architectural and urban design and history and theory of modern and contemporary architecture at the University of Belgrade. She has lectured and published widely in Serbia as well as internationally. Ms. Blagojević recently completed a design and research project for the installation at the national pavilion at the Venice Biennial 2008. Her latest book *Novi Beograd: osporeni modernizam* (New Belgrade: Contested Modernism, Belgrade: Zavod za udzbenike, 2007) explores relations between socio-political conditions and related concepts of modernity in planning and design of a socialist modern city. She has also published *Modernism in Serbia: The Elusive Margins of Belgrade Architecture, 1919–1941* (Cambridge, Mass.: MIT Press, in association with Harvard University Graduate School of Design, 2003) and *Moderna kuća u Beogradu, 1920–1941* (Modern House in Belgrade, 1920–1941, Belgrade: Zaduzbina Andrejevic, 2000) and was the guest editor of *Stadt-Bauwelt 163: Thema Belgrad* (Bauwelt, Berlin, 36/2004). Prior to her academic career, she lived in London and worked as an architect for Renton Howard Wood Levin Partnership and for Zaha Hadid. Ms. Blagojević received Dipl.Eng.Arch., M.Sc., and Ph.D. degrees from the University of Belgrade, Serbia.

John Blood Critic. Mr. Blood is a licensed architect practicing with Danze and Blood Architects of Austin, Texas, and also works as a concept artist, set designer, and storyboard artist in the film and video game industries. In addition to teaching at Yale, he teaches design and drawing in the University of Texas at Austin School of Architecture and art direction and production design in the Radio/Television/Film Department. Mr. Blood holds a B.Arch. from the University of Texas at Austin and an M.Arch. from Yale University.

Kent C. Bloomer Professor (Adjunct). After studying physics and architecture at MIT, Mr. Bloomer received B.F.A. and M.F.A. degrees in sculpture at Yale. He was an instructor for five years at the Carnegie Institute of Technology and a frequent critic at the University of California at Los Angeles and the University of Texas at Austin. He has lectured internationally. His professional activities focus on sculpture and large-scale architectural ornament. His work is in the permanent collections of the Hirshorn Museum in Washington, D.C., and the Yale University Art Gallery, as well as the Avery Architectural Archive at Columbia University. Major projects in public art and architectural ornament

include the tree-domes for the New Orleans World Exposition, roof ornaments of the Harold Washington Library (Thomas Beeby, architect) in Chicago, a large tracery for the new Ronald Reagan Washington National Airport, which was designed by Cesar Pelli, and, most recently, the decorative frieze on the Public Library in Nashville, Tennessee, which was designed by Robert A.M. Stern Architects. In addition, he has designed light fixtures for Central Park and Eighth Avenue in New York City and for several university campuses. Mr. Bloomer's scholarly work includes the principal authorship, with Charles Moore, of *Body, Memory, and Architecture* and twenty-nine articles and contributing chapters in other books. His most recent book, *The Nature of Ornament*, was published in 2000.

Karla Britton Lecturer. Ms. Britton is an historian of architecture and urbanism specializing in the history of the Modern Movement. Before coming to Yale, she was an assistant professor (adjunct) at Columbia University's Graduate School of Architecture, Planning, and Preservation and director of Columbia's New York/Paris program, where she taught the history of the European city. At Yale she has organized symposia on American architecture in the 1930s and contemporary sacred architecture and is collaborating with Dean Sakamoto on the catalog for the exhibition "Hawaiian Modern: The Architecture of Vladimir Ossipoff," sponsored by the Honolulu Academy of the Arts. Ms. Britton's current teaching and research interests center on the integration of environmental planning with urbanism in the twentieth century. Her publications include a monograph, *Auguste Perret* (2001), as well as numerous articles on French modernism, urban history, and American architects, such as Frank Lloyd Wright. She also serves as Co-Master of the Berkeley Center at the Yale Divinity School. Ms. Britton received a B.A. from the University of Colorado, Boulder, an M.A. from Columbia University, and a Ph.D. from Harvard University.

Turner Brooks Professor (Adjunct). Mr. Brooks has taught at Carnegie-Mellon University, Rensselaer Polytechnic Institute, the University of Miami, Middlebury College, and the University of Vermont. He is a principal of Turner Brooks Architects, based in New Haven. The firm's current work includes housing and school buildings at a center for autistic children in New York, expansions to the campus for a private school in New Haven, an outdoor classroom and bunkroom buildings in the Myers Forest for the Yale School of Forestry & Environmental Studies, the renovation of an historic barn in Hamden, Connecticut, to an arts center, as well as several residential projects. Student housing at Marlboro College in Vermont, the Gilder Boathouse for Yale University, and the Gates Center for the College of the Atlantic in Bar Harbor, Maine, are among the firm's published institutional projects. A monograph of his work, entitled *Turner Brooks: Work*, was published in 1995. His work also has been featured frequently in books and magazines here and abroad. He has received grants from the National Endowment for the Arts and the Graham Foundation, and he was awarded the Mid-Career Rome Fellowship. Mr. Brooks received B.A. and M.Arch. degrees from Yale University.

Paul B. Brouard Critic. For more than twenty-five years, Mr. Brouard has managed the technical, construction, and fiscal components of the Building Project, which has built pavilions, camp buildings, affordable housing, and other structures for nonprofit clients. Mr. Brouard received the Judith Capan Award recognizing excellence in instruction and

was part of a team given the Elm City Award. He is experienced in practice, contracting, and construction management. Mr. Brouard holds a B.A. from St. Lawrence University and an M.Arch. from Yale University.

Elizabeth Danze Critic. Previously a designer in the office of Cesar Pelli & Associates, Ms. Danze is now a principal of Danze and Blood Architects in Austin, Texas. Her professional work has focused on housing and educational facilities, and she was named the associate architect for the UT Campus Master Plan. Ms. Danze was co-editor of *Center 9, Regarding the Proper* and an editor of *Architecture and Feminism*. She has written and presented numerous articles concerning affordable housing design, campus design, and architects' contribution to the community. In addition, she is an assistant professor at the University of Texas at Austin. Ms. Danze received a B.Arch. from the University of Texas at Austin and an M.Arch. from Yale University.

Peggy Deamer Professor. Ms. Deamer is a principal in the firm of Deamer Studio. Projects by her have been featured in various publications and she and her former partner received a New York AIA Interiors Award and their firm was one of the 1993 Urban League of New York "Emerging Voices." Her Stetson University Center in Celebration, Florida was recently completed. Articles by Ms. Deamer have appeared in *Assemblage*, *Praxis*, *Perspecta*, and *Drawing/Building/Text*. She is the co-editor of *The Millennium House* and *Re-Reading Perspecta*. Ms. Deamer received a B.A. from Oberlin College, a B.Arch. from Cooper Union, and an M.A. and a Ph.D. from Princeton University.

Peter de Bretteville Critic. Before joining the Yale faculty, Mr. de Bretteville taught at the California Institute of the Arts, at the University of California at Los Angeles, and at the University of Southern California. He was associated with Giancarlo De Carlo in Milan, Italy, and was a partner in several Los Angeles firms, where he collaborated on a twenty-year plan for downtown Los Angeles. He is the founder and principal of Peter de Bretteville Architect, in Hamden, Connecticut. Mr. de Bretteville's work has focused on college and university long-term planning and building, but he also has completed such projects as civic centers and residences. He has written on a number of California architects from the 1930s, especially focusing on the building of campuses. Mr. de Bretteville holds a B.A. and an M.Arch. from Yale University.

Keller Easterling Associate Professor. Ms. Easterling is an architect, urbanist, and writer. Her latest book, *Enduring Innocence: Global Architecture and Its Political Masquerades* (MIT, 2005), researches familiar spatial products that have landed in difficult or hyperbolic political situations around the world. Her previous book, *Organization Space: Landscapes, Highways and Houses in America*, applies network theory to a discussion of American infrastructure and development formats. Ms. Easterling is also the author of *Call It Home*, a laser disc history of suburbia; and *American Town Plans*. She has recently completed two research installations on the Web: "Wildcards: A Game of Orgman" and "Highline: Plotting NYC." Her work has been widely published in journals such as *Grey Room*, *Volume*, *Cabinet*, *Assemblage*, *Log*, *Praxis*, *Harvard Design Magazine*, *Perspecta*, *Metalocus*, and *ANY*. Her work is also included as chapters in numerous publications. She has lectured widely in the United States as well as internationally. Ms. Easterling's work has been exhibited at the Queens Museum, the Architectural League, the Municipal Arts Society, and the



Wexner Center. Ms. Easterling taught at Columbia prior to coming to Yale. She received B.A. and M.Arch. degrees from Princeton University.

John C. Eberhart Critic. Mr. Eberhart's research focuses on CAD/CAM and fabrication technologies as well as nonlinear interactivity and Web design. Mr. Eberhart maintains an architectural firm in Hamden, Connecticut, specializing in residential and light commercial work. In addition, the firm operates a fabrication shop designing and building custom building components as well as furniture. Mr. Eberhart has worked at a number of design firms, including the offices of Hammond Beeby Rupert Ainge Architects in Chicago and Pickard-Chilton Architects in New Haven. Mr. Eberhart received a B.S. from Ohio State University and an M.Arch. from Yale University.

Peter Eisenman Louis I. Kahn Visiting Professor of Architecture. Mr. Eisenman is an internationally recognized architect and educator. The principal of Eisenman Architects, he has designed large-scale housing and urban design projects, innovative facilities for educational institutions, and a series of inventive private houses. His current projects include the six-building City of Culture of Galicia in Santiago de Compostela, Spain, and a stadium for the NFL Arizona Cardinals, which will open in 2006. Mr. Eisenman has taught at Cambridge University, Harvard University, Princeton University, Ohio State University, and The Cooper Union. His many books include *Eisenman: Inside Out, Selected Writings 1963–1988*; *Blurred Zones: Investigations of the Interstitial*, *Eisenman Architects 1988–1998*; and *Giuseppe Terragni: Transformations, Decompositions, Critiques*. From 1967 to 1982 he was the director of the Institute for Architecture and Urban Studies in New York City, which he founded. Mr. Eisenman holds a B.Arch. from Cornell University, a M.S.Arch. from Columbia University, and an M.A. and Ph.D. from Cambridge University.

Susan Farriacielli Lecturer. Ms. Farriacielli is a sculptor and industrial designer. Besides teaching at Yale, she has taught at the Rhode Island School of Design, Fairfield University, and Quinnipiac University. In 1999 she was a visiting artist at the American Academy in Rome. Ms. Farriacielli has done industrial design work for American Standard, Black & Decker, Keeney Manufacturing, Stride Rite Shoes, and Reseal International. In 1995 she received a Design Arts Award from the National Endowment for the Arts for a wheelchair design for the elderly. In 2006 she was a nominee for Connecticut Woman Innovator of the Year through the Connecticut Technology Council and received an award from Foresight Technologies for her kinetic seating system for the wheelchair. Ms. Farriacielli has also done public art commissions for the city of New Haven, Connecticut; Ohio State University; and the city of Plainville, Connecticut. She received a B.F.A. from Northern Kentucky University and an M.I.D. from the Rhode Island School of Design.

Martin J. Finio Critic. After ten years as an associate in the office of Tod Williams and Billie Tsien, Mr. Finio is a founding partner at Christoff: Finio Architecture, a design firm in New York. The firm was featured as one of 2004's Design Vanguard by *Architectural Record* and as one of the Architectural League's Emerging Voices of 2005. Their current work includes both residential and institutional-scale projects. He was the editor of the 1999 2G monograph *Williams Tsien: Works* and a recipient of a grant from the New York State Council on the Arts for "Conciliator," a temporary structure based on the work of John Hejduk. His firm's work has won several AIA awards and has been widely published and exhibited, including at the National Building Museum in Washington, D.C. Before joining the Yale faculty he taught at Columbia University. He received a B.Arch. from Cooper Union.

Kurt W. Forster Vincent Scully Visiting Professor of Architectural History, fall term; Professor Emeritus (Visiting), spring term. Mr. Forster has taught at Stanford University, Massachusetts Institute of Technology, ETH Zurich, Bauhaus University at Weimar and founded and directed research institutes at the Getty Research Center in Los Angeles and the Canadian Centre for Architecture in Montreal. He has organized major exhibitions on Schinkel in Chicago, Carlo Scarpa in Vicenza, Italy, Herzog & de Meuron in Montreal, and for the 2004 Venice Biennale. Mr. Forster has published widely on the history of art and architecture. He is a member of the Research Council of the Palladio Center in Vicenza, Italy, and the Accademia di San Lucca in Rome. Mr. Forster attended the universities of Berlin, Munich, and Florence and received a Ph.D. from the University of Zurich.

Bryan Fuermann Lecturer. Mr. Fuermann has taught the history of landscape at the New School for Social Research, Northwestern University, and the University of Illinois, Chicago. He has taught about the history of landscape architecture at Yale since 2001. He received a B.A. from Northwestern University, M.A. and Ph.D. degrees from the University of Illinois, Urbana, and an M.Des.S. from Harvard University.

Mark Foster Gage Assistant Professor. Mr. Gage is an architect practicing in New York City. His firm, Gage/Clemenceau Architects, engages the continuing role of computation in generating new formal and aesthetic genres for architecture. In 2007 Gage/Clemenceau Architects was a finalist for the Museum of Modern Art/PS1 Young Archi-

tecs Program. Mr. Gage's projects, writings, and research have been published in *The New York Times*, the *Los Angeles Times*, *Vogue*, *Homme*, *Interior Design*, *Contra Progetti*, *A+U*, *Architecture*, *Metropolis*, *Architectural Record*, and *JAE*. Mr. Gage was on the editorial board for *Building Cities*, a Graham Foundation-funded book, and co-edited *The Millennium House*, published by Monacelli Press in 2004. He is currently working on a book entitled *Performance Aesthetics*. Mr. Gage's work has been widely exhibited, including at the Museum of Modern Art in New York City and Museum of Art Institute of Chicago. His work was recently the subject of a solo exhibition titled "Architectural Curiosities" at the Bridge Gallery in Manhattan. Mr. Gage's firm is currently involved in a collaborative proposal with Greg Lynn FORM and Imaginary Forces, a motion-graphics company, on the renovation of the Harmony Atrium at Lincoln Center in New York City. Gage has also taught at Columbia University and at the Institute for the Study of Classical Architecture in New York. Mr. Gage received a B.Arch. from the University of Notre Dame and an M.Arch. from Yale University.

Alexander D. Garvin Professor (Adjunct). Mr. Garvin has combined a career in urban planning and real estate with teaching, architecture, and public service. He is currently president and CEO of Alex Garvin & Associates, Inc. of New York City. From 1996 to 2005 Mr. Garvin was managing director for NYC2012, New York City's committee for the 2012 Olympic bid. During 2003–2004 he was the vice president for planning, design, and development of the Lower Manhattan Development Corporation, the agency charged with the redevelopment of the World Trade Center site following 9/11. Mr. Garvin has held prominent positions in New York City government, including deputy commissioner of housing and city planning commissioner. He is a member of the board of the Citizens Housing & Planning Council, the Forum for Urban Design, and the Ed Bacon Foundation and a member of the National Advisory Council of the Trust for Public Land and was a fellow of the Urban Land Institute. Mr. Garvin is the author of *The American City: What Works, What Doesn't*, winner of the 1996 American Institute of Architects book award in urbanism; *Parks, Recreation, and Open Space: A 21st Century Agenda*; and one of the principal authors of *Urban Parks and Open Space*, published jointly, in 1997, by the Trust for Public Land and the Urban Land Institute. Mr. Garvin's most recent publications include *The Beltline Emerald Necklace: Atlanta's New Public Realm*, commissioned by the Georgia office of The Trust for Public Land. He is currently engaged in planning and design management for De Kalb County, Georgia; Shelby County, Tennessee; and Omaha, Nebraska as well as development projects for private developers in Florida, Maryland, and New York. He earned his B.A., M.Arch., and M.U.S. from Yale University.

Anne Gilbert Assistant Professor (Adjunct). Ms. Gilbert is a senior project engineer at the structural engineering firm of Spiegel Zamecnik & Shah, Inc., New Haven and Washington, D.C. Her background includes structural design of hospitals; laboratories; and university, commercial, and residential buildings as well as seismic evaluation and renovation of existing structures in high seismic areas. Prior to the structural engineering profession, her building designs included commercial and residential buildings and renovations of urban brownstones. Her experience includes naval architecture design and marine engineering of passenger and fishing vessels. She is a co-author, along with Kenneth Leet and Chia-Ming Uang, of *The Fundamentals of Structural Analysis*, third edition



(McGraw-Hill, 2006). Ms. Gilbert received a B.A. in architecture from the University of North Carolina, Charlotte, a B.S.C.E. from Northeastern University, and an M.S.C.E. from the University of Connecticut.

Mario Gooden Associate Professor (Adjunct). Mr. Gooden is a partner in the firm of Huff + Gooden Architects, based in Charleston, South Carolina. Previously he worked in the offices of Zaha Hadid Architect and Steven Holl Architects. The Architectural League of New York recognized Mr. Gooden and his partner Ray Huff as “Emerging Voices.” His work has been featured in many publications, including *Architecture*, *Architectural Record*, *Metropolis*, *The New York Times*, and *Architecture & Urbanism*. Prior to teaching at Yale, he taught at the University of Florida, the University of Arizona, and Columbia University. Mr. Gooden’s work, writings, and lectures frequently examine architecture and the translation of cultural landscapes defined by the parameters of technology, race, class, gender, and sexuality. He received a B.S. from Clemson University and an M.Arch. from Columbia University.

Kimo Griggs Lecturer. Mr. Griggs has both an architectural practice and a design and fabrication company that produces architectural components, furniture, and furnishings. Prior to teaching at Yale, he taught at Harvard University, Carnegie-Mellon University, and Columbia University. Mr. Griggs is co-author of a textbook entitled *Digital Design and Manufacturing in Architecture*, published by Wiley in the fall of 2004. He recently received a research grant and a small projects award from the Boston Society of Architects. Mr. Griggs received a B.A. and an M.Arch. from Yale University.

Sophia Gruzdzys Critic. Ms. Gruzdzys is the director of undergraduate studies. Previously, she taught at N.Y.I.T., Parsons School of Design, and Cornell University. While a senior designer at I. M. Pei and Partners, she played a key role in the design of the Rock ‘n’ Roll

Museum in Cleveland, Ohio. She maintains a design and drawing practice in New York City. Ms. Gruzdzys received a B.Arch. from Kent State University and an M.Arch. from Harvard University.

Stephen Harby Lecturer. For eighteen years, Mr. Harby was associated with the architectural practices of Charles Moore: UCLA's Urban Innovations Group and Moore Ruble Yudell, where he directed civic and campus projects. He currently maintains his own practice in Santa Monica, California. Mr. Harby is the recipient of numerous awards and distinctions, including the Gabriel Prize for the study of French Classical Architecture from the Western European Architectural Foundation in 1996, a fellowship at the MacDowell Colony in 1998, and the Rome Prize in Architecture at the American Academy in 2000. As a watercolorist, he travels and sketches extensively and has exhibited his work at the School of Arts and Architecture at UCLA, Hunter College in New York, and the Judson Studios in Pasadena, where he received the Award of Excellence from the American Society of Architectural Illustrators in 2003. Mr. Harby received B.A. and M. Arch. degrees from Yale University.

Karsten Harries Brooks and Suzanne Ragen Professor of Philosophy and M.E.D. Program Committee member. Mr. Harries has been chair of the Department of Philosophy. A distinguished member of the Yale faculty for over thirty years, he has also taught at the University of Texas and the University of Bonn, Germany. He has been the recipient of both Morse and Guggenheim fellowships. Mr. Harries received a Ph.D. from Yale University.

Steven Harris Professor (Adjunct). Before joining the Yale faculty, Mr. Harris taught at the Institute for Architecture and Urban Studies, Princeton, and Harvard. Mr. Harris is co-editor with Deborah Berke of *Architecture of the Everyday*. He is principal of Steven Harris Architects in New York City. The office's built projects have appeared on the covers of *A+U*, *Casa Vogue*, *Deutsche Bauzeitschrift*, *Häuser*, *Interior Design*, and the *New York Times Magazine*. Mr. Harris received a B.A. from New College, a B.F.A. from the Rhode Island School of Design, and an M.Arch. from Princeton University.

Dolores Hayden Professor of Architecture and Professor of American Studies. Ms. Hayden, an urban historian and architect, is the author of several award-winning books about American landscapes and the politics of the built environment. Her latest book is *A Field Guide to Sprawl*, a "devil's dictionary" of bad building patterns illustrated with color aerial photography by Jim Wark (Norton, 2004), the subject of an exhibition at Yale in 2007. That book and *Building Suburbia: Green Fields and Urban Growth, 1820–2000*, a history of seven American landscapes (Pantheon Books, 2003, Vintage, 2004) were both selected as "Top Ten Books in Urban Studies." Among her earlier books, *The Power of Place: Urban Landscapes as Public History* (MIT Press, 1995) explores urban memory, through public art and preservation in multiple ethnic communities in downtown Los Angeles. Gender and space are the subjects of *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities* (MIT Press, 1981) and *Redesigning the American Dream: Gender, Housing, Work, and Family Life* (Norton, 1985; revised and expanded, 2002). Ms. Hayden has been a Guggenheim fellow as well as receiving Rockefeller, NEH, NEA, and ACLS/Ford fellowships. Since 1973, Ms. Hayden has held academic appointments in architecture, landscape architecture, urban planning,

and American studies in a teaching career that has spanned MIT, UC Berkeley, and UCLA as well as Yale. In 2006–2007, she was a fellow at the Center for Advanced Studies in the Behavioral Sciences at Stanford University. Ms. Hayden received a B.A. from Mount Holyoke College and an M.Arch. from Harvard University.

Adam Hopfner Critic and Director of the Building Project. Mr. Hopfner works as a project manager at Gray Organschi Architecture in New Haven. His recent projects have included a music recording studio, a pedestrian footbridge, and various residential commissions. Mr. Hopfner received a B.A. from Bowdoin College and an M.Arch. from Yale University.

John D. Jacobson Associate Dean and Professor (Adjunct). Mr. Jacobson has worked as a designer for Pfisterer, Tor and Associates, a consulting engineering firm, and as a project manager for a general contracting firm as well as for Cesar Pelli & Associates. For twenty years Mr. Jacobson was the product designer and owner of a manufacturing firm specializing in products for children. Mr. Jacobson received a B.A. from the University of California at Los Angeles and an M.Arch. from Yale University.

Andrea Kahn Critic. Ms. Kahn's research focuses on representation in the field of urban design. Past writings have addressed the formative role of site analysis techniques on the urban design process, and she is currently studying the impact of competitions with urban aspirations on definitions of urban design as a field of theory and practice. She is contributing co-editor of *Constellations: Constructing Urban Practices* (Columbia Books on Architecture, 2007), *Site Matters: Design Concepts, Histories and Strategies* (Routledge, 2005), a multidisciplinary collection of essays on the subject of site, and contributing editor of *Drawing/Building/Text* (Princeton Architectural Press, 1991). Ms. Kahn has taught in many architecture programs in the United States, Europe, and Australia. She is founding principal of designCONTENT, a consulting practice focusing on design communication and presentation strategies. Ms. Kahn received a B.A. from Bennington College and an M.Arch. from Princeton University.

Fred H. Koetter Professor (Adjunct). Mr. Koetter taught at Cornell, Yale, and Harvard universities before returning to Yale, where he served as dean from 1993 until 1998. He is a founding partner of Koetter, Kim and Associates, Inc., Architecture and Urban Design. His work includes award-winning designs for Codex Corporation World Headquarters in Canton, Massachusetts; Firestone Library at Princeton University; and Miller Park in Chattanooga, Tennessee. His current work includes institutional projects and urban design assignments in the United States, Europe, and Asia. He is the author of numerous articles and books, including *Collage City*, co-authored with Colin Rowe. Mr. Koetter received a B.Arch. from the University of Oregon and an M.Arch. from Cornell University.

Keith Krumwiede Assistant Dean and Assistant Professor. Prior to teaching at Yale, Mr. Krumwiede taught at the Otis College of Art and Design in Los Angeles, the Konstfack University College of Arts, Crafts and Design in Stockholm, Sweden, and most recently at Rice University. Mr. Krumwiede received a B.A. from the University of California, Berkeley and an M.Arch. from Southern California Institute of Architecture.

Amy Lelyveld Critic. Ms. Lelyveld is an architect practicing in New York City, where she designs residential and institutional work in the states of New York and Washington. Prior to establishing her own office, she was an associate in the Miller/Hull Partnership in Seattle. Articles by Ms. Lelyveld have appeared in *2G* and *AD*. Prior to teaching at Yale, she taught at Columbia University. Ms. Lelyveld received a B.A. from the University of Chicago and an M.Arch. from Yale University.

M.J. Long Critic. Ms. Long has been a partner in the firm Long & Kentish in London, England, since its inception in 1994. Prior to that, Ms. Long was in partnership with Sir Colin St. John Wilson. She has lectured and written widely. Ms. Long has extensive teaching experience on both sides of the Atlantic. She has published numerous articles, particularly in the realm of library design, and has acted as a consultant in this field. Ms. Long has written a book on the design of her National Maritime Museum Cornwall, which received multiple design awards. She is one of sixteen commissioners of the Commission for Architecture and the Built Environment, which is the British government's adviser on architecture, urban design, and public space. Ms. Long received a B.A. from Smith College and an M.Arch. from Yale University.

Ariane Lourie Critic. Ms. Lourie is working on several publications with Eisenman Architects and is editor of *Ten Canonical Buildings* by Peter Eisenman. She has been awarded for design at Columbia University and received fellowships from the AIA/AAF, the Marandon Foundation, and the Mellon Foundation. Ms. Lourie received a B.A. from Princeton University and an M.Arch. from Columbia University. Ms. Lourie completed her Ph.D. in modern architecture at the Institute of Fine Arts with Jean-Louis Cohen.

Tim Love Visiting Associate Professor. Mr. Love is a tenured associate professor at the Northeastern University School of Architecture, where he teaches housing, urban design, and architectural theory. From 1997 until 2004, he taught at the Harvard University Graduate School of Design. Mr. Love is the founding principal of Utile, a 20-person architecture and urban design practice. His firm, identified as one of Boston's six "Emerging Firms" in the May 2008 issue of *Architectural Record*, focuses on urban housing and Downtown Boston urban design initiatives and is the lead design review consultant for the Massachusetts Port Authority. In addition, Mr. Love serves on the board of the Boston Society of Architects and is a frequent contributor to the *Harvard Design Magazine*. Prior to founding Utile, he was a Vice President at Machado & Silvetti Associates, where he was the project director of the Getty Villa in Los Angeles. He received a B.S. in architecture from the University of Virginia and an M.Arch. from Harvard University.

Edward Mitchell Assistant Professor (Adjunct). Mr. Mitchell is an architect and writer who previously taught at Columbia University, Pratt Institute, and the Illinois Institute of Technology. His design work has been featured in *Alphabet City*, *A+U*, and "The Home House Project" and has received awards in competitions and has been honored with a Young Architects Award by the New York Architectural League. He has exhibited at various galleries in New York City; the Rome Academy; Weimar, Germany; Chicago; Los Angeles; and various other cities. His practice in New Haven involves residential, commercial, and urban design. He is a fellow of the Urban Design Workshop and a member of the Vita Nuova, a group of environmental engineers, developers, and designers

involved in the redevelopment of environmentally impacted properties. Mr. Mitchell has completed preliminary research in urban computational analysis from a grant from the Boston Society of Architects. In the past two years he has lectured in Salzburg, Austria; Helsinki, Finland; Boston; Columbus, Ohio; Vancouver; Los Angeles; and New York City. He received a B.A. from Brown University and an M.Arch. from Princeton University.

Kyoung Sun Moon Assistant Professor. Prior to joining the Yale faculty, Mr. Moon was an assistant professor of architecture for three years at the University of Illinois at Urbana-Champaign. He worked as an architect at Skidmore, Owings, and Merrill in Chicago, MAC Architects and Consultants in Seoul, and the Republic of Korea Navy. Mr. Moon's primary research area is the integration between the art and science/technology of architecture, with a focus on tall buildings. Mr. Moon's publications include scholarly papers "Structures and Skins in Skyscrapers: Dynamic Interaction between Technology and Architectural Aesthetics," "Structural Developments in Tall Buildings: Current Trends and Future Prospects," and "Diagrid Structural Systems for Tall Buildings: Characteristics and Methodology for Preliminary Design." He is a member of the ASCE Committee on Tall Buildings. He received a B.S. from Seoul National University, an M.Arch. and an M.S.C.E. from the University of Illinois at Urbana-Champaign, and a Ph.D. from the Massachusetts Institute of Technology.

Herbert S. Newman Critic. Mr. Newman has been on the Yale faculty since 1965 and is currently the Building Project coordinator. A campus planner and architect, Mr. Newman has designed buildings at numerous schools and universities. As a principal of Herbert S. Newman and Partners he has been active in planning, preserving, and rebuilding cities. He received the Thomas Jefferson Award for Public Architecture from the AIA for lifetime achievement in 1995 and the Master Builder Award from Habitat for Humanity in 1993. He has received national AIA Honor Awards for design excellence for Ninth Square, Battell Chapel, and the Center for American Arts at the Yale University Art Gallery; national AIA/ALA awards for Yale Law School Library and Colgate University Library; more than twenty-five AIA/Connecticut Design Awards; and many New England Regional Design Awards. Mr. Newman's firm is the subject of a monograph entitled *Herbert S. Newman and Partners: Selected and Current Works*, which is part of the Images Publishing Master Architect Series. He received a B.A. from Brown University and an M.Arch. from Yale University.

Alan W. Organschi Critic. Mr. Organschi is a principal in the design firm of Gray Organschi Architecture in New Haven, a design firm and fabrication workshop specializing in the design and construction management of both residential and institutional architecture. Gray Organschi Architecture has been recognized for its work in sustainable design and building technology with awards at the national, regional, and state levels. After completing his graduate work in architecture, Mr. Organschi edited the 27th edition of *Perspecta: The Yale Architectural Journal*. In 1992, he was awarded a German Chancellor's Fellowship from the Alexander von Humboldt Foundation, for which he conducted research on the post-unification redevelopment of East Berlin for a year and a half. Prior to teaching at Yale, Mr. Organschi taught architecture at Wesleyan University. He has written and lectured on the integration of construction technologies in design and the



sustainable adaptive reuse of abandoned modern buildings and urban infrastructure. He received a B.A. from Brown University and an M.Arch. from Yale University.

Hideaki Ota Lecturer. Mr. Ota has practiced architecture in Japan, mainly with the firm Nissoken, as an architect for over twenty years before coming to the United States. He has, as a senior architect at the firm, designed various facilities ranging from educational to commercial. The Tokyo Telecom Center, one of the centerpieces of the waterfront development in Tokyo, is one of his major accomplishments. Mr. Ota is currently an associate with the firm Davis Brody Bond in New York City. He received a B.Eng. (Arch.) and M.Eng. (Arch.) from Waseda University and an M.Arch. from Yale University.

S. Edward Parker Lecturer. Mr. Parker is a partner at Alisberg Parker Architects in Greenwich, Connecticut, a firm specializing in traditional residential architecture with current projects in Connecticut, Kentucky, New York, and the Bahamas. As a project manager and artist at the Kent Bloomer Studio, he was involved in several projects, including the aluminum window wall installation at Ronald Reagan National Airport in Washington, D.C. Mr. Parker received a B.S. from Clemson University and an M.Arch. from Yale University.

Eeva-Liisa Pelkonen Assistant Professor. Ms. Pelkonen's scholarly work focuses on the language of modern architecture viewed from various national and historical perspectives. Ms. Pelkonen is the author of *Achtung Architektur! Image and Phantasm in Contemporary Austrian Architecture* (MIT Press, 1996) and co-editor of *Saarinen: Shaping the Future* (Yale University Press, 2006) and *Architecture + Art : New Visions, New Strategies* (Aalto Academy, 2007). Her next book, *Alvar Aalto: The Geopolitics of Architecture*, will be published by Yale University Press in 2008. Ms. Pelkonen's scholarly work has been

supported by the Getty Foundation, the Graham Foundation, the Finnish Academy of Arts and Sciences, and the Austrian Ministry of Science and Research. Prior to coming to Yale, Ms. Pelkonen worked in a number of European firms, most notably with Reima and Raili Pietilä, Architects, in Helsinki, Finland, and Volker Giencke, Architects, in Graz, Austria. She is also a design associate with Turner Brooks Architects, where she has collaborated on such projects as the Gilder Boathouse for Yale and the Pelkonen/Brooks residence. Ms. Pelkonen received an M.Arch. from the Tampere University of Technology, Finland, an M.E.D. from Yale University, and a Ph.D. from Columbia University.

Ben Pell Critic. Mr. Pell is co-founder of PellOverton LLC, an architectural research and design practice based in New York City since 2003. Prior to joining the faculty at Yale, Mr. Pell taught at the Syracuse University School of Architecture, where he co-edited a publication of graduate student work, entitled “IKEAGRAMS: Project on the Waterfront,” and coordinated a companion exhibition of that work at the Urban Center in New York in 2004. He has also taught at the Pratt Institute Graduate School of Architecture. His research, which explores unique applications for digital fabrication technologies, has been published in *The New York Times*, 306090, *Architectural Record*, *Metropolis*, *Surface*, and *Blend* magazines, and has been exhibited in New York City and Los Angeles. Mr. Pell received a Young Architects Award from the Architectural League of New York in 2008. He received a B.Arch. from Syracuse University and an M.Arch. from the University of California, Los Angeles.

Emmanuel Petit Assistant Professor. Mr. Petit’s work focuses on architecture’s diverse epistemological models since the mid-sixties, and more specifically on the intersection of architectural theory with philosophy, literary theory, and poetry. His essays on formalism, criticism, virtuality, and architectural body metaphors appeared in *Log* (ANY Corporation), *Thesis* (Bauhaus), *Trans* (ETH), *Thresholds* (MIT), *Perspecta*, and *Constructs* (Yale). From 1999 to 2004, he assisted Peter Eisenman in advanced studio teaching at Princeton University and at Yale. He was co-curator for Peter Eisenman’s exhibition “Barefoot on White-Hot Walls” at the Museum for Applied Art in Vienna. He received a Dipl.Arch. from the Swiss Federal Institute of Technology in Zurich (ETH), and an M.A. and a Ph.D. from Princeton University.

Alan J. Plattus Professor. Mr. Plattus began teaching at Yale in 1986 after serving on the faculty of Princeton University for seven years. He has published and lectured widely on urban representation and the history of cities as well as on contemporary American architecture and urbanism. Mr. Plattus maintains an independent consulting practice in architecture and urban design, and is currently consulting for the Stamford Urban Redevelopment Commission and other towns throughout the region. Mr. Plattus founded and directs the Yale Urban Design Workshop and Center for Urban Design Research, which undertakes research and design studies for communities throughout Connecticut and the metropolitan region. He has served on the boards of the Association of Collegiate Schools of Architecture, the National Architectural Accrediting Board, the *Journal of Architectural Education*, and *Architectural Research Quarterly*, as well as the Connecticut Main Street Center and the New Haven Preservation Trust. Mr. Plattus received a B.A. from Yale University and an M.Arch. from Princeton University.

Alexander Purves Professor Emeritus. After ten years of professional practice in New York City, primarily in the area of housing with Davis, Brody & Associates, Mr. Purves returned to Yale, where he has been active in both the graduate and undergraduate programs. A member of the faculty since 1976, Mr. Purves served as acting dean from January to December 1992. He maintains his professional practice in New Haven, where his work with Allan Dehar includes the Cushing/Whitney Medical Library at the Yale School of Medicine. Mr. Purves received B.A. and M.Arch. degrees from Yale University.

Kevin Rotheroe Lecturer. Mr. Rotheroe owns Free Form, an architecture and sculpture studio in New York City, and runs Free Form Research, a nonprofit studio conducting sponsored and proprietary investigations into advanced digitally based material-forming technologies. He is the recipient of numerous fellowships and has patents on biomimetic structural systems. Mr. Rotheroe is a licensed architect and has practiced extensively in Chicago, London, New York, and Connecticut. Prior to teaching at Yale, he was an assistant professor of design at the University of Illinois at Urbana-Champaign. Mr. Rotheroe received a B.S. and M.Arch. from the University of Illinois at Urbana-Champaign and an M.Des.S. and a D.Des. from Harvard University.

Elihu Rubin Daniel Rose Visiting Assistant Professor. Mr. Rubin's work bridges the urban disciplines, focusing on the built environments of nineteenth- and twentieth-century cities, the history and theory of city planning, cultural landscapes, the geography of urban transportation, and the social life of urban space. He has made documentary videos on topics relating to urban history, the politics of public space, urban redevelopment, architectural modernism, street life, and carpooling. He received a Master of City Planning degree from the University of California, Berkeley, where he is a Ph.D. candidate in the history of architecture and urbanism.

Dean Sakamoto Critic and Director of Exhibitions. Mr. Sakamoto previously taught at the Pratt Institute, Brooklyn, the University of Hawaii at Manoa School of Architecture, and the Chaminade University Institute of Fine Arts. His practice, Dean Sakamoto Architects, is currently working on planning, building design, and interior projects in the northeastern U.S. and Pacific regions. He has organized and designed numerous original exhibitions at the School, including *Two Views of Eero Saarinen*, *The Architectural Photography of Balthazar Korab and Ezra Stoller*; *Architecture or Revolution: Charles Moore and Yale during the Late 1960s*; and *Zaha Hadid Laboratory*, which was displayed at the National Building Museum in fall 2002. Mr. Sakamoto received a B.Arch. from the University of Oregon, an M.Arch. from the Cranbrook Academy of Art, and an M.E.D. from Yale University.

Hilary Sample Assistant Professor. Hilary Sample is a designer, writer, and teacher. Her professional practice engages interdisciplinary research engaging design, environment, and technology and includes projects in New York, Connecticut, Wisconsin, and Ontario. Ms. Sample's design work has been published widely and exhibited at the Van Alen Institute, MoMA, the Municipal Arts Society, the UB Dyett Gallery, and the Boston Society of Architects. She was a project architect with the Office for Metropolitan Architecture in Rotterdam and Skidmore, Owings and Merrill in New York. Her research focuses on both the physical and conceptual aspects of maintenance and their intersection with



architecture and urbanism. Her forthcoming book, *Sick City: A Global Investigation About Urbanism, Infrastructure and Disease*, focuses on cities in trauma. Ms. Sample's writings have been published in *Praxis*, *NY Arts Magazine*, 306090, *Building Material*, and *Insights*. She has received Graham Foundation Grants, a MacDowell Fellowship, and a Whitney Humanities Center Grant. Prior to teaching at Yale, she taught at Northeastern University, the University of Toronto, and the University of Buffalo, where, in 2004–2005 she was awarded the Reyner Banham Teaching Fellowship. Ms. Sample received a B.Arch. from Syracuse University and an M.Arch. from Princeton University.

Joel Sanders Associate Professor (Adjunct). Mr. Sanders is an architect practicing in New York City. Prior to joining Yale, he taught at Princeton University and the Parsons School of Design, where he was the director of the Graduate Program in Architecture. His work has been featured in numerous international exhibitions, including “Open House” at the Vitra Design Museum, “Glamour” at SF MoMA, “New Hotels for Global Nomads” at the Cooper-Hewitt, National Design Museum, the “Bienal de São Paulo” in São Paulo, Brazil, and “Unprivate House” at New York’s Museum of Modern Art. Projects designed in his practice belong to the permanent collections of the Museum of Modern Art in New York City, SF MoMA, and the Carnegie Museum in Pittsburgh and his work has been showcased in numerous publications, including *Architecture*, *Interior Design*, *Architectural Record*, *The New York Times*, *Wallpaper*, and *A+U*. Mr. Sanders has received numerous awards, including a New York AIA Design Award, a Boston Society of Architects Research Grant, as well as two Design Citations from *Progressive Architecture*. The editor of *Stud: Architectures of Masculinity*, he frequently writes about art and design, most recently for *Art Forum* and the *Harvard Design Magazine*. Monacelli Press released a monograph of his work, *Joel Sanders: Writings and Projects*, in 2005. Mr. Sanders received B.A. and M.Arch. degrees from Columbia University.

Vincent J. Scully, Jr. Sterling Professor Emeritus of the History of Art and Distinguished Visiting Professor, University of Miami. Mr. Scully has been on the Yale faculty since 1947. He has lectured all over the world and has served on numerous design juries. His books on art and architecture have earned international praise. He won the College Art Association Annual Book Award for *The Shingle Style*, and the Society of Architectural Historians Annual Book Award for *The Architectural Heritage of Newport, Rhode Island, 1640–1915*. In 2000 Mr. Scully was the first recipient of the National Building Museum's Vincent Scully prize, and in 2003 he was awarded the Urban Land Institute J.C. Nichols Prize for Visionaries in Urban Development. Mr. Scully received B.A., M.A., and Ph.D. degrees from Yale University.

Lindsay S. Suter Lecturer. Mr. Suter has taught architectural studio and history courses at Roger Williams University and furniture design and construction at the California College of Arts and Crafts. His own practice, Lindsay Suter Architects, focuses on integrating traditional and vernacular building types with sustainable design principles in both architecture and furniture. His work in the U.S. and abroad has been recognized with publications, exhibitions, and awards from the American Institute of Architects Connecticut, the Northeast Sustainable Energy Association, the Boston Society of Architects, Prince Charles, and the California Contemporary Crafts Association. Mr. Suter lectures regionally on sustainable design and construction. He received a B.A. from Hamilton College and an M.Arch. from Yale University.

Carter Wiseman Lecturer. In addition to Mr. Wiseman's work as a writer and editor at a variety of magazines, including *Newsweek* and the *Yale Alumni Magazine*, he was the architectural critic at *New York Magazine* for sixteen years. He has written on architecture and design for *Architectural Record*, *Interior Design*, and *ARTnews*, among other publications. He is the author of *I. M. Pei: A Profile in American Architecture*, *Twentieth-Century American Architecture: The Buildings and Their Makers*, and *Louis I. Kahn: Beyond Time and Style, A Life in Architecture*. Mr. Wiseman received a B.A. from Yale University, an M.A. from Columbia University, and he was a Loeb Fellow at Harvard's Graduate School of Design.



Endowment and Term Funds

ENDOWMENT FUNDS

The School of Architecture has the following endowed funds. The date of the gift and the name of the donor are given in each instance.

Frederick T. Ahlson Scholarship Fund (2004) Established by a bequest of Frederick T. Ahlson (B.F.A. 1930) for financial support of students in the School of Architecture.

Moulton Andrus Award Fund (1984) Established by family members as a memorial to Moulton Andrus (B.A. 1962, M.Arch. 1966) for an annual award to a graduating student who has achieved excellence in art and architecture.

Architect Fellowship (1982) Established by numerous donors for general fellowship support.

Architectural Teaching Fund (1909) Established by a gift of Henry Fowler English (LL.B. 1874) and John Davenport Wheeler (Ph.B. 1858) to create an endowment to support faculty and teaching in the profession of architecture.

Architecture Alumni Fund Endowment (2003) Established within the School of Architecture to represent all the unrestricted endowment gifts made to the School of Architecture Alumni Fund over many years, the income from which is to be used for the general support of the School.

Architecture Alumni Fund Scholarship (2003) Established within the School of Architecture to represent all the gifts for financial aid made to the School of Architecture Alumni Fund endowment over many years, the income from which is to be used for general student scholarship support.

Architecture Building Maintenance Fund (1963) Established by the Helen and Thomas Hastings Fund to support the maintenance of the Art & Architecture Building, renamed Paul Rudolph Hall in 2008.

Architecture Endowed Dean's Resource Fund (2005) Established by various donors to provide income to be used at the discretion of the dean for the general support of the School of Architecture.

Austin Church III Family Fund for Perspecta (2004) Established by Austin Church III (B.A. 1960) to support the publication of *Perspecta*, *The Yale Architectural Journal*.

The Edward P. Bass Distinguished Visiting Architecture Fellowship Fund (2004) Established by Edward P. Bass (B.S. 1968, Arch. 1972, M.A. Hon. 2001) to bring distinguished private and public sector development leaders to the School on a regular basis as visiting Fellows who participate in advanced studios and seminars as a way to give students insight into the real-world development process and the role the architect plays as part of a development team.

Myriam Bellazoug Memorial Fund (1999) Established in honor of Myriam Bellazoug (M.Arch. 1991) to support lectures and symposia held in conjunction with the publication of the most recent issue of *Perspecta*, *The Yale Architectural Journal*. Ms. Bellazoug was

editing what was to be *Perspecta 30* when she died in the mysterious crash of TWA Flight 800 on July 17, 1995. She was flying to Paris as part of her work in the New York office of the architect Peter Marino, who, together with friends of Ms. Bellazoug, established this fund. Since its inception, the following persons have delivered a Myriam Bellazoug Memorial Lecture:

Mark Wigley, Spring 2000

Herman Spiegel, Fall 2000

Sandy Isenstadt, Fall 2001

K. Michael Hays, Spring 2002

Kenneth Frampton, Fall 2003

Felicity Scott, Fall 2004

Neil Denari, Fall 2005

Sam Jacob, Spring 2006

Tom Wiscombe, Fall 2006

Reinhold Martin, Fall 2007

Yoshiharu Tsukamoto, Spring 2008

William Henry Bishop Fund (1929) Established by a bequest of William Henry Bishop (B.A. 1867) to support a professorship in architecture.

Frederick Bland Scholarship Fund (2005) Established by Frederick Bland (B.A. 1968, M.Arch. 1972) to support student scholarships in the School of Architecture.

Wendy Elizabeth Blanning Fund (1976) Established by friends and family as a memorial to Wendy Elizabeth Blanning, class of 1978. The fund supports the awarding of a prize to a second-year student in the School of Architecture who has shown the most promise of development in the profession.

The Clarke Family Scholarship Fund (2006) Established by Fred W. Clarke III and Laura Weir Clarke to support student scholarships in the School of Architecture.

Richard D. Cohen Scholarship Fund (2007) Established by Richard D. Cohen to support student scholarships in the School of Architecture.

Robert Leon Coombs Scholarship Fund (2002) Established by a bequest of Robert Leon Coombs (M.Arch. 1971) to endow a scholarship in recognition of outstanding architectural ability.

William B. and Charlotte Shepherd Davenport Fund (1943) Established by Professor Shepherd Stevens (B.F.A. 1922, Hon. M.A. 1930) as a memorial to the donor's aunt and uncle for an endowment of a professorship in Architecture.

Robert W. DeForest Fund (1927) Established by Robert Weeks DeForest (B.A. 1870) to support the general purposes of the School.

Dilworth Family Scholarship Fund (2007) Established by Charles D. Dilworth (B.A. 1979, M.Arch. 1983) to support student scholarships in the School of Architecture.

Caroline E. Dudley Fund (1935) Established as a bequest by Caroline E. Dudley to support the general purposes of the School.



Enid Storm Dwyer Scholarship in Architecture Fund (1994) Established by Enid Storm Dwyer to endow a scholarship in recognition of a student who demonstrates outstanding professional promise.

H.I. Feldman Prize Fund (1955) Established by Hyman I. Feldman (B.F.A. 1920) for a prize to be awarded annually for the best solution of an architectural problem, taking into consideration the practical, functional, and aesthetic requirements of that problem. Since 1981, the following students have been awarded the H.I. Feldman Prize:

Brian Edward Healy, 1981
 Charles F. Lowrey, Jr., 1982
 Stefan Ragnar Hastrup, 1983
 Jun Mitsui, 1984
 Herbert Martin Hodgman, 1985
 David DuShane Harland, Jr., 1986
 Douglas A. Garofalo and Madeleine Sanchez, 1987
 Gilbert Pierson Schafer III, 1988
 Steve Lawrence Dumez, 1989
 Carrie M. Burke, 1990
 Douglas Neal Kozel, 1991
 Norberto Abel Bressano, 1992
 Michael A. Harshman, 1993
 Michael R. Haverland, 1994
 Ira Thomas Zook III, 1995
 Russell Starr Katz and Rosemary Welle, 1996
 Gregory Joseph Goebel, 1997
 Kevin P. Owens, 1998

Kok Kian Goh, 1999

Mark Foster Gage, 2000

David Mabbott, 2001

John M. Nafziger and Sarah Elizabeth Strauss, 2002

Marshall A. Bell, 2003

Christopher Allen Marcinkoski and Andrew Thomas Moddrell, 2004

Ralph Colt Bagley IV and Jonah C. Gamblin, 2005

Russell Jon Greenberg, 2006

Dana L. Getman, 2007

Dylan M. Sauer, 2008

Samuel J. Fogelson Memorial Fund (1979) Established by Richard C. Fogelson (B.Arch. 1965) in memory of his father to support scholarship aid.

Mary C. Fosburgh Fund (2003) Established by the bequest of Mary C. Fosburgh to provide general support of activities of the School.

General Architecture Fund (1976 and 1978) Established by various donors to provide unrestricted funds for the general support of the School of Architecture.

Brendan Gill Lectureship Fund (1987) Established by Herbert P. McLaughlin (B.A. 1956, M.Arch. 1958) to honor the writer and critic Brendan Gill (B.A. 1936). Since its inception, the following persons have delivered a Brendan Gill Lecture:

Brendan Gill, Spring 1988

Neil Levine, Spring 1990

Dolores Hayden, Fall 1990

Charles Moore, Fall 1991

Morris Lapidus, Spring 1993

David Hickey, Spring 1995

Ken Silver, Spring 1995

Allucquere Rosanne Stone, Fall 1997

Terence Riley, Spring 1999

Kenneth Frampton, Spring 2000

Hugh Hardy, Spring 2000

Charles Jencks, Fall 2000

Peter Corrigan, Spring 2001

Phyllis Lambert, Spring 2002

Roger Kimball, Fall 2002

Roger Connah, Spring 2003

Edward Casey, Fall 2003

Robert Bruegmann, Spring 2004

Jean-Louis Cohen, Fall 2004

Hal Foster, Spring 2005

Esther de Costa Meyer, Fall 2005

Wendy Steiner, Spring 2006

Jeffrey Kipnis, Fall 2006

Pier Vittorio Aureli, Fall 2007

David Brownlee, Spring 2008

Alexander Gorlin Scholarship Fund (2006) Established by Alexander Gorlin (M.Arch. 1980) Architects to support student scholarships in the School of Architecture.

James Wilder Green Dean's Resource Fund (2006) Established by the estate of James Wilder Green (B.Arch. 1952) to support the School of Architecture's exhibitions and other external initiatives.

Franklin U. Gregory Memorial Fund (1948) Established by Edna Gregory Crawford as a memorial to her brother, Franklin U. Gregory (B.A. 1891), to support scholarship aid.

Charles Gwathmey Scholarship Fund (2006) Established by Bette-Ann and Charles Gwathmey (M.Arch. 1962) to support student scholarships in the School of Architecture.

Richard Hellmann Architectural Fund (1973) Established by the Richard Hellmann Foundation to support educational opportunities in the School.

Hilder Family Scholarship Fund (2005) Established by David B. Hilder to support scholarship aid for a student at the School.

The Hines Endowed Fund for Advanced Sustainability in Architectural Design (2008) Established by Gerald D. Hines to promote research and teaching which focuses on the attempt to minimize, mitigate, and avoid adverse impacts on the natural environment and human health, while also enhancing beneficial contact between people and natural systems and processes in the built environment.

J.M. Hoppin Professorship of Architecture Fund (1923) Established by a bequest of James Mason Hoppin (B.A. 1840) to support a professorship in architecture.

Kenneth A. Housholder Memorial Scholarship Fund (2006) Established by the estate of Kenneth A. Housholder (B.Arch. 1947) to support student scholarships in the School of Architecture.

Kenneth A. Housholder Scholarship Fund (1982) Established by a gift of Kenneth A. Housholder (B.Arch. 1947) to create a scholarship in the School of Architecture.

Judith and Walter Hunt Fund in Architecture (2007) Established by Walter A. Hunt, Jr. (B.A. 1963, M.Arch. 1967) to support joint faculty and student travel related to areas of study at the School of Architecture.

Frank D. Israel Scholarship Fund (2008) Initiated by Frank O. Gehry (D.F.A. Hon. 2000), classmates, and friends in memory of Frank D. Israel (Arch. 1970) to support student scholarships in the School of Architecture.

Elise Jaffe + Jeffrey Brown Endowed Fund for the Study of Contemporary Architecture (2007) Established by Elise Jaffe and Jeffrey Brown to support faculty and student research and related travel, and to disseminate the faculty and student findings, through publications, lectures, exhibitions, symposia, etc., with preference for the study of twentieth-century architecture.

Louis I. Kahn Visiting Assistant Professorship Fund (2003) Established in honor of Louis I. Kahn by an anonymous donor to fund a junior visiting professorship in design. First awarded in 2003.



Louis I. Kahn Visiting Professorship Fund (1980) Established by friends and colleagues of Louis I. Kahn to endow a visiting professorship in architecture. First awarded in 1999.

The Kibel Foundation Fund (2001) Established by the Kibel Foundation at the direction of Henry Kibel (M.Arch. 1947) to provide support for the School of Architecture's exhibition and publication program.

Tai Soo Kim First-Year Building Project Fellowship Fund (2005) Established by Tai Soo Kim (M.Arch. 1962) to provide one or more fellowships for students enrolled at the Yale School of Architecture selected as First-Year Building Project summer interns working over the summer to complete the Building Project.

Fred Koetter and Susie Kim Endowed Fund (2007) Established by Fred Koetter, dean of the School of Architecture from 1993 until 1998, and Susie Kim to support travel expenses for the Post-Professional Studio at the Yale School of Architecture.

Edward R. Lambert Fund (1929) Established as a bequest of Edward R. Lambert (Ph.B. 1910, Cert.Eng. 1912) to be used for the encouragement of architecture as a fine art.

Lois Alm Lenahan Memorial Dean's Resource Fund (2007) Established by a gift of Lois Lenahan, as directed by her daughters, Elizabeth Lenahan, K. C. Perkins, and Nancy Gourley, to provide support for the study of landscape architecture at the School of Architecture.

Timothy Egan Lenahan Memorial Fund (1994) Established by friends and family of Timothy Egan Lenahan (B.A. 1980, M.Arch. 1984) to support an annual lecture focusing on the relationship between landscape and architecture and to support the teaching

of landscape. Since its inception, the following persons have delivered a Timothy Egan Lenahan Memorial Lecture:

Richard Haag, Spring 1996

James Corner, Fall 1997

Witold Rybczynski, Fall 1999

Michael Sorkin, Spring 1999

Kathryn Gustafson, Fall 2000

Mario Schjetnan, Spring 2000

Michael Van Valkenburgh, Spring 2001

Stan Allen and James Corner, Spring 2002

Peter Walker, Spring 2003

Alessandra Ponte, Spring 2004

Morgan Dix Wheelock, Spring 2005

Mirka Benes, Spring 2006

Adriaan Geuze, Spring 2007

Kate Orff, Fall 2007

Yen and Dolly Liang Scholarship Fund (2002) Established at the bequest of Dolly Liang in memory of herself and her husband, Yen Liang (B.F.A. 1931), an architect and writer of children's books. This fund supports student scholarships in the School of Architecture.

Charles O. Matcham Scholarship Fund (1954) Established by Charles O. Matcham (B.A. 1925) to honor Charles A. and Margaret O. Matcham, his father and mother. This fund supports a scholarship for a last-year student who is known to be in need of financial support and who has shown in previous years to have outstanding qualities meriting such support.

Carroll L.V. Meeks Memorial Scholarship Fund (1968) Established by associates, friends, and former students of History of Architecture Professor Carroll L.V. Meeks (B.A. 1928, B.F.A. in architecture 1931, M.A. 1934) to award scholarship funds to students in the School of Architecture.

Everett Victor Meeks Graduate Fellowship Fund (1956) Established by various donors as a memorial to Everett Victor Meeks (B.A. 1901, B.F.A. 1917, Hon. M.A. 1919), former dean of the School of the Fine Arts, to award fellowships.

Charles W. Moore Building Program Fund (1995) Established by Centerbrook Architects, various friends, and colleagues of Charles W. Moore, former dean of the School, to provide summer income for student interns working on the School's First-Year Building Project.

David C. Morton II Scholarship Fund (2004) Established by Anne Morton Kimberly in memory of her son, David C. Morton, II (B.A. 1963, M.Arch. 1968), to support financial aid for students at the School of Architecture.

A. Whitney Murphy Scholarship Fund (1992) Established as a bequest of A. Whitney Murphy (B.A. 1938, B.F.A. in architecture 1941) to assist a needy student in the final year at the School of Architecture.

George Nelson Scholarship Fund (1988) Established in honor of George Nelson (B.A. 1928, B.F.A. in architecture 1931), architect, product designer, and writer, by Herman Miller, Inc. and Mrs. George Nelson to award a scholarship to one second-year graduate student of architecture each year for support for an independent course of study. Since its inception, the following students have been awarded the George Nelson Scholarship:

William Vahan Fereshetian, 1989
 Erika Gabrielle Belsey, 1990
 Maitland Jones III, 1991
 Scott John Specht, 1992
 Sergey Olhovsky, 1993
 Andrew Jesse McCune, 1994
 Courtney Elizabeth Miller, 1995
 Bertha A. Olmos, 1996
 Emily Sheya Kovner, 1997
 Bruce David Kinlin, 1998
 Samer M. Bitar, 1999
 Paul Arougheti, 2000
 Noah K. Biklen, 2001
 Andrew F. Davis and Francine Hsu, 2002
 Christopher Harrison Cayten, 2003
 Ralph Colt Bagley IV, 2004
 Michele Naomi Darling, 2005
 Brook Giles Denison, 2006
 Garret James Gantner, 2007
 John C. Brough and Parsa Khalili, 2008

New Practice Paradigms Lectureship Fund (2007) Established by Phillip G. Bernstein (B.A. 1979, M.Arch. 1983) and Nancy Alexander (B.A. 1979, M.B.A. 1984) to support teaching and research in practice innovation within the School of Architecture, with particular focus on the leadership role of the architect in the building process.

John Henry Niemeyer Fund (1942) Established as a bequest of John Henry Niemeyer (Hon. M.A. 1874) to be used to promote the interests and educational facilities of the School.

The Nitkin Family Dean's Discretionary Fund in Architecture (2004) Established by Bradley Nitkin (B.A. 1969) to provide support to a dean's discretionary fund.

William Edward Parsons Memorial Medal (1941) Established by Myra Louise Parsons as a memorial to her husband, William Edward Parsons (B.A. 1895, B.F.A. 1905), designer, architect, and city planner who, at the end of his career, established a program in city planning at the School. This fund provides a medal to a member of the graduating class who has shown the greatest excellence in group or city planning.

Cesar Pelli Scholarship Fund (2005) Established by Cesar Pelli, dean of the School of Architecture from 1977 until 1984, to provide financial assistance to students at the Yale School of Architecture.



Perspecta Gift Fund (2000) Established by various donors to support the publication expenses for *Perspecta: The Yale Architectural Journal*.

Henry A. Pfisterer Scholarship Fund (1984) Established by friends to honor Henry A. Pfisterer, a professor of architectural engineering from 1941 until his death in 1972 and acting chairman in 1957.

Pickard Chilton Fellowship Fund (2006) Established by Jon Pickard (M.Arch. 1979) and William D. Chilton, founding partners of the architectural firm Pickard Chilton Architects, to support student scholarships in the School of Architecture.

Alexander Purves Fund (2005) Initiated by Steven Harris, Deborah Berke, and friends to honor and recognize Professor Emeritus Alexander Purves (B.A. 1958, M.Arch. 1965) for his dedication and outstanding years of teaching undergraduate architecture majors. This fund provides support for the undergraduate major at the School of Architecture.

Henry Hart Rice Fund in Architecture (1999) Established by a gift from the Rice Family Foundation to support degree-related travel at the School of Architecture.

James Gamble Rogers Memorial Fellowship Fund (1990) Established by James G. Rogers (B.A. 1931) to honor his father, James Gamble Rogers (B.A. 1889), to award fellowships to second-year students in the first professional degree program on financial aid who have demonstrated skill as designers and interest in critical thought.

Daniel Rose (1951) Visiting Assistant Professorship (2007) Established by Joseph B. Rose (B.A. 1981) and Gideon G. Rose (B.A. 1985) to honor their father, Daniel Rose, to fund a visiting assistant professorship in urban and environmental studies.

The David W. Roth and Robert H. Symonds Memorial Lecture Fund (2000) Established as a gift of W. Mason Smith III (M.Arch. 1965) to honor his classmates David W. Roth and Robert H. Symonds. This fund supports a lecture plus a day in small group meetings that expose Yale students to disciplines other than architecture, thereby reinforcing the broad goals of the profession. Since its inception, the following persons have delivered a David W. Roth and Robert H. Symonds Memorial Lecture:

Richard Sennett, Fall 2000
 Richard Swett, Spring 2002
 Arjun Appadurai, Spring 2003
 Richard Kuhns, Fall 2003
 Setha Low, Spring 2005
 Steven Johnson, Spring 2006
 Mark Gottdiener, Spring 2007

Marshall Ruben and Carolyn Greenspan First-Year Building Project Fellowship Fund (2007) Established by Marshall S. Ruben (B.A. 1982) and Carolyn B. Greenspan to provide fellowships to student summer interns working on the School's First-Year Building Project.

Paul Rudolph Lectureship Fund (1986) Established by Claire and Maurits Edersheim to create an annual lectureship to honor Paul Rudolph (Hon. M.A. 1958), former chairman of the Department of Architecture of the School of Art and Architecture and designer of three buildings at Yale, including the Art & Architecture Building (1963), renamed Paul Rudolph Hall in 2008. Since its inception, the following persons have delivered a Paul Rudolph Lecture:

Paul Rudolph, 1987
 Robert A.M. Stern, 1988
 Michael McKinnell, 1989
 Charles Gwathmey, 1990
 Philip Johnson, 1991
 Alison and Peter Smithson, 1992
 Colin Rowe, 1994
 Carlos Jimenez and Mark Mack, 1995
 John Hejduk, 1997
 Bernard Tschumi, Spring 1999
 Patricia Patkau, Fall 1999
 Tod Williams and Billie Tsien, Spring 2000
 Marion Weiss and Michael Manfredi, Fall 2000
 Shigeru Ban, Spring 2001
 Will Bruder, Spring 2002
 Bernard Tschumi, Spring 2003
 Moshe Safdie, Fall 2003
 David Childs, Spring 2004
 Thom Mayne, Fall 2004
 Vincent Scully, Spring 2005
 Massimiliano Fuksas, Fall 2005

Tony Fretton, Spring 2006

Kazuyo Sejima, Fall 2006

Paul Andreu, Spring 2008

Paul Rudolph Publication Fund (2000) Established by Claire and Maurits Edersheim in honor of Paul Rudolph (Hon. M.A. 1958) to support the School's ability to inform a broader audience through print and electronic media.

Ruesch Family Scholarship (2006) Established by Jeanne Ruesch to support student scholarships in the School of Architecture.

Harvey R. Russell Architecture Scholarship Fund (2002) Established by Katherine Hauschild in the memory of Harvey R. Russell (B.A. 1934, M.S. 1936) and that of Katherine Hauschild. This fund supports student scholarships in the School of Architecture.

Eero Saarinen Memorial Scholarship Fund (1962) Established by classmates, business associates, and friends of Eero Saarinen (B.Arch. 1934, Hon. M.A. 1949) to fund scholarship awards to students in the School of Architecture.

Eero Saarinen Visiting Professorship Fund (1982) Established by Kevin Roche, colleagues, and friends of Eero Saarinen (B.Arch. 1934, Hon. M.A. 1949) to support a visiting professorship in architecture and to support lectures by architects and other individuals to broaden professional education about issues within the manmade environment. Since its inception, the following persons have delivered an Eero Saarinen Lecture:

Anthony A. Williams, Fall 2000

Thomas Krens, Spring 2002

Joseph Rose, Fall 2002

Daniel Doctoroff, Spring 2004

Stephen Wolfram, Spring 2005

Amanda Burden, Spring 2006

Susan Fainstein, Spring 2007

Ulli Scharnberg Scholarship in Memory of Carroll L.V. Meeks (2001) Established by Hans-Ullrich Scharnberg (M.Arch. 1959) in honor of History of Architecture Professor Carroll L.V. Meeks (B.A. 1928, B.F.A. in architecture 1931, M.A. 1934) to provide scholarship support for a student who has prior experience in an architect's office.

School of Architecture Scholarship Fund (2007) Established by Robert A. Stewart to support student scholarship at the School of Architecture.

David M. Schwarz Dean's Discretionary Fund (2002) Established by David M. Schwarz (M.Arch. 1974) to provide incremental income to be used at the discretion of the dean for the general support of the School of Architecture.

The Vincent Scully Visiting Professorship Fund (2003) Established in honor of Vincent Scully by an anonymous donor to fund a visiting professorship in architectural history.

Frederick M.R. Smith Fund (1997) Established in Yale College by Frederick M.R. Smith (B.A. 1963) to support the undergraduate Architecture major.



Gordon H. Smith Lectureship in Practical Architecture Fund (1980) Established by Gordon H. Smith (B.E. 1957) to fund lectures in the School of Architecture. Since its inception, the following persons have delivered a Gordon H. Smith Lecture:

Paul Pippin, Fall 1981

Edward B. Allen, Fall 1982

Malcolm Wells, Spring 1984

David Billington, Fall 1984

William LeMessurier, Spring 1986

Stephen Tobriner, Fall 1987

Peter Budd, Spring 1987

Myron Goldsmith, Fall 1989

Robert Silman, Fall 1990

Eladio Dieste, Fall 1992

Anton Alberts, Spring 1994

Cecil Balmond, Fall 1997

Rafael Viñoly, Spring 1999

Gordon H. Smith, Fall 2000

Jorg Schlaich, Spring 2002

Leslie Robertson, Spring 2003

Edward Feiner, Spring 2004

Chris Wise, Spring 2005

Werner Sobek, Spring 2006

Aine Brazil, Spring 2007

David Billington, Spring 2008

Herman D.J. Spiegel Scholarship Fund (1999) Established by Herman D. J. Spiegel (M.Eng. 1955), former professor and dean of the School of Architecture from 1972 to 1977, to provide scholarship to a student in the School of Architecture who best brings together both the study of structural engineering and its implications in his or her design projects.

Robert A.M. Stern Fund (2001) Established by Judy and Walter A. Hunt, Jr. (B.A. 1963, M.Arch. 1967) to recognize the accomplishments of Robert A.M. Stern (M.Arch. 1965) as dean, beginning in 1998, at the School of Architecture. This fund supports School exhibitions, publications, and other efforts to heighten awareness of architecture.

John W. Storrs Scholarship Fund (2001) Established by Ann S. Lloyd to honor and recognize the distinguished career of her brother, John W. Storrs (B.Arch. 1950), as a practicing architect in Portland, Oregon. This fund supports a scholarship in the School of Architecture.

Stanley Tigerman Scholarship Fund (2004) Initiated by Frank O. Gehry (D.F.A. Hon. 2000) and other friends and family in honor of Stanley Tigerman (B.Arch. 1960, M.Arch. 1961), to provide financial aid for one or more students in the School of Architecture.

Rutherford Trowbridge Memorial Publication Fund (1920) Established by Mrs. Rutherford Trowbridge as a memorial to her husband, Rutherford Trowbridge, to support the publication of architectural studies.

Robert Allen Ward Fund (1980) Established by the bequest of Mabel H. Ward to honor her stepson, Robert Allen Ward (B.A. 1928, B.F.A. 1932). This fund supports scholarships in the School of Architecture.

Richard White Memorial Fund (1995) Established by the bequest of Jacques Miller (B.F.A. 1938) and gift of Cynthia H. Petersen to benefit students of the School of Architecture, with a preference for activities related to student life. This fund is named in memory of Richard White, a friend's son who perished on the *Titanic*.

Gertrude Vanderbilt Whitney Fund (1927) Established by Gertrude Vanderbilt Whitney, wife of Harry Payne Whitney (B.A. 1894), to provide general-purpose support of the School.

The Jim Vlock First-Year Building Project Fund (2008) Established in honor of Jim Vlock by Michael Vlock and Karen Pritzker to support the First-Year Building Project at the School of Architecture.

William Wirt Winchester Fund (1895) Established by Mrs. Jane Ellen Winchester and Mrs. Hannah Bennett as a memorial to their son and brother, William Wirt Winchester, to support a fellowship for study and travel outside the United States and is considered to be the School's most prestigious award. Since 1965, the following students have been awarded the William Wirt Winchester Traveling Fellowship:

John I. Pearce and Alexander Purves, 1965

John Wood Galston, 1966

Henry John Gilbert Hawthorn, 1967

Robert Terry Renfro, 1968

Meinhardt J.D. Christiansen Jr, 1969
 Roland F. Bedford, 1970
 Ray Steven Oliver, 1971
 Carison Wade, 1972
 John Paul Chadwick Floyd, 1973
 Hillary Ann Brown, 1974
 James Howard Jorgenson, 1975
 Stefani Danes Ledewitz, 1976
 Kevin Lichten, 1977
 Frederic MacN. Ball, 1978
 Kevin Hart, 1979
 Turan Duda, 1980
 Brian E. Healy, 1981
 John A. Boecker, 1982
 Frank M. Lupo, 1983
 Michael R. Davis, 1984
 Robert L. Botswick, 1985
 John B. Tittmann, 1986
 Douglas A. Garofalo, 1987
 Alan W. Organschi, 1988
 William Franklin Conway, 1989
 Stephen Ellson Brockman, 1990
 Sophie Harvey, 1991
 Larry Cohen, 1992
 Nora E. Demeter, 1993
 Andrew David Reeder, 1994
 Laura Y. King, 1995
 Kumiko Inui, 1996
 Leah S. Hall, 1997
 Jennifer H. Bloom, 1998
 Benjamin William de Rubertis, 1998
 Jonathan David Bolch, 1999
 Brian Papa, 2000
 Robert T. Zirkle, 2001
 Ameet N. Hiremath, 2002
 Jonathan A. Toews, 2003
 Katherine Elizabeth Davies, 2004
 Ralph Colt Bagley IV, 2005
 Christopher Ray Kitterman, 2006
 Gregorio Santamaria Lubroth, 2007
 Dana L. Getman, 2008

Gertraud A. Wood Traveling Fund (1983) Established by Gertraud A. Wood's husband, Leonard Wood, as well as Mrs. Wood's friends and associates, to support a travel prize to be awarded to an outstanding second-year student. Mrs. Wood was the administrative



assistant to three deans of the School of Architecture from 1967 through 1981. Since its inception, the following students have been awarded the Gertraud A. Wood Traveling Fellowship:

Michael Davis, 1983
 Chariss McAfee, 1984
 Margaret Virginia Chapman, 1985
 Jennifer Tate, 1986
 Camilo Alberto Gonzalez, 1987
 Stephen Donald Luoni, 1988
 Frieda Margarite Menzer, 1989
 Lisa Joyce Quatrala, 1990
 Robert Schultz, 1991
 Gitta Robinson, 1992
 John Bertram, 1993
 Michael Benjamin Levy, 1994
 Steven Andrew Roberts, 1995
 Victor Agran, 1996
 Dean Sakamoto, 1997
 Kara J. Bartelt, 1998
 Cara M. Cragan, 1999
 Katharine Stevens, 2000
 Victoria Partridge, 2001
 Jonathan Toews, 2002
 Elicia Keebler, 2003
 Jonah C. Gamblin, 2004



Frederick C. Scharmen, 2005

Elisa S.Y. Lui, 2006

Maria Claudia Melniciuc, 2007

Garrett Thomas Omoto, 2007

Catherine E. Anderson, 2008

Matthew A. Roman, 2008

Professor King-lui Wu Teaching Fund (2006) To honor the legacy of Professor King-lui Wu, who taught at the School of Architecture for fifty-one years beginning in 1946, this fund was established by Pei-Tse “Loli” Wu (B.A. 1989) and Vivian Kuan, King-lui Wu’s son and daughter-in-law, as well as by friends, colleagues, and former students of Professor Wu. This fund recognizes and encourages outstanding teaching by providing faculty with financial support. Recipients are selected by the vote of graduating students. Since its inception, the following faculty members have received the award:

Thomas H. Beeby, 2007

Keith Krumwiede, 2008

TERM FUNDS

The School of Architecture has the following term funds. The date of the gift and the name of the donor are given in each instance.

Dean’s Scholarship (2006) Established by Thomas Beeby (M.Arch. 1965), dean of the School of Architecture from 1985 until 1991, to provide student scholarship for a graduating post-professional student.

Fermin R. Ennis Memorial Fellowship (2002) Established by Julia Ennis as a memorial to her son, Fermin R. Ennis (B.A. 1973), to support student research in the field of architecture.

Polshek and Partners First-Year Building Project Internship Fund (1996) Established by James Stewart Polshek (M.Arch. 1955) to provide support for a first-year student working over the summer to complete the Building Project.

Sonia Albert Schimberg Prize (1976) Established as a memorial by the family of Sonia Schimberg (M.Arch. 1950). This fund provides a prize to a graduating woman student recognized for outstanding academic performance.

School of Architecture Digital Media Fund (2006) Established by an anonymous donor to provide support digital media programs at the School of Architecture.

David M. Schwarz/Architectural Services Good Times Award (2000) Established by David Schwarz (M.Arch. 1974) to provide a graduating student with a fellowship to travel in Europe.

David M. Schwarz/Architectural Services Summer Internship and Traveling Fellowship (2000) Established by David Schwarz (M.Arch. 1974) to provide a non-graduating student with a summer internship and a traveling fellowship.

Janet Cain Sielaff Alumni Award (1983) Established by the Yale Architectural Alumni Association to honor Janet Sielaff, who, from 1976 until her death in 1983, served as the dean's assistant for alumni affairs. This fund supports an award presented annually to a graduating student who has most significantly contributed to, and fostered, school spirit.

David Taylor Memorial Prize (1996) Established as a memorial to David Taylor, a student of the School from 1992 through 1994 who was stricken with an illness that took his life in 1995. This fund provides to a graduating student a prize to honor David's strong interest in architectural criticism and his commitment to the pursuit of excellence in residential architecture.



School of Architecture Students

ENROLLMENT 2007–2008

Registered for the Degree of Master of Architecture

Master of Architecture I Program

First Professional Degree

THIRD YEAR

Claire Cole Axley (B.A. Univ. California [Berkeley] 2002), Guilford, Conn.
Elizabeth Virginia Baldwin (B.A. Univ. Florida 2004), Altamonte Springs, Fla.
Moises Berrun (B.E.D. Texas A&M Univ. [Coll. Station] 2003), Jarrell, Tex.
Anton Nikolaas Bosschaert (B.S., M.S. Delft Univ. of Technology 2005), Laren, The Netherlands
Alexandra McCallum Burr (A.B. Middlebury Coll. 2004), Williamstown, Mass.
Alexander Stewart Butler (B.S. Univ. Virginia 2002), Winston-Salem, N.C.
Gene Stroupe Cartwright (B.A. Yale Univ. 2004), Lake Forest, Ill.
Ji-eun Cha (B.A./B.S. Ewha Woman's Univ. 2003), Seoul, Korea
Jamie Alma Chan (A.B. Princeton Univ. 2003), New York, N.Y.
Jonathon Matthew Cielo (B.S. Univ. Virginia 2003), Voorhees, N.J.
Minna Colakis (B.A. Barnard Coll. 2003), Kifissia, Greece
Christopher Martin Corbett (B.S. Southern Ohio Coll. [Cincinnati] 2003), Lancaster, Ohio
Michael Beaumont Crockett (B.E.D. Texas A&M Univ. [Corpus Christi] 2003), Austin, Tex.
Charles Thomas DiNatale (B.S. Georgia Inst. of Technology 2002), Marietta, Ga.
Jennifer Jacqueline Dubon (B.A. Univ. Pennsylvania 2004), Hialeah, Fla.
‡Chiemeka Anayo Ejiochi (B.S.E.E. Princeton Univ. 2003), South Plainfield, N.J.
Todd Griffith Fenton (B.S. Univ. Virginia 2001), Brooklyn, N.Y.
Garret James Gantner (B.S. Univ. Milwaukee [Wisconsin] 2002), Grafton, Wis.
**Isidro Garcia (B.S. Massachusetts Inst. of Technology 2005), National City, Calif.
Jeff J. Geldart (B.Arch. Ryerson Polytechnical Univ. 2005), Mossley, Ontario, Canada
**Marc Charles Guberman (A.B. Brown Univ. 2003), Lloyd Harbor, N.Y.
Gabrielle Ho (B.A. Univ. California [Berkeley] 2003), Kowloon Tong, Hong Kong
Mark C. Hoffman (B.A. Univ. California [Berkeley] 2001), Mill Valley, Calif.
Alan Knox (B.A. Texas A&M International Univ. 2003), Spring, Tex.
Ireta S.H. Kraal (B.A. Oberlin Coll. 2002), Hudson, Ohio
Whitney Meryl Kraus (B.S. Univ. Michigan [Ann Arbor] 2005), Greensboro, N.C.
Michael Thomas Krop (B.S. Univ. Virginia 2003), Virginia Beach, Va.
Yichen Lu (B.A. Tsinghua Univ. 2000), Shanghai, China
Brent Caldbick Martin (B.F.A. Art Center Coll. of Design 1998), Grants Pass, Oreg.
Nicholas W. McDermott (B.A. Univ. Pennsylvania 2002), Columbia, S.C.
Elizabeth Louise McDonald (B.A. Tufts Univ. 2001), Haverford, Pa.

- ‡Rustam-Marc Mehta (A.B. Brown Univ. 2002), Bedford, N.Y.
 Maria Claudia Melniciuc (B.A. Colgate Univ. 2005), Arad, Romania
 Shaghayegh Meshkinpour (B.A. Univ. California [Berkeley] 2000), Los Alamitos, Calif.
 Lydia J. F. V. Miller (B.F.A. Queens Univ. 2004), Lowville, N.Y.
 Sara Murado-Arias (B.A. New York Univ. 2003), New York, N.Y.
 Hojin Nam (B.S. Ewha Woman's Univ. 2002), Busan, Korea
 Marc C. Newman (B.S. Cornell Univ. 2000), Colchester, Conn.
 Stephen J. Nielson (B.S. Univ. Virginia 2002), Alexandria, Va.
 Nobuki Ogasahara (B.Arch. Waseda Univ. 2004), Okayama, Japan
 Garrett Thomas Omoto (B.S. Arizona State Univ. 2005), Payson, Ariz.
 *Cheon-Kang Park (B.S.M.E. Handong Univ. 2005), Seoul, Korea
 Jason Pytko (B.F.A. Univ. Massachusetts [Amherst] 1999), New Haven, Conn.
 *Rachel Alexandra Reese (B.S. Univ. Idaho 1993), Boise, Idaho
 ‡Jacob Reidel (A.B. Brown Univ. 2002), Newark, Del.
 Pierce Allen Reynoldson (B.S. Ohio State Univ. [Columbus] 2003), Perrysburg, Ohio
 Nathan David Rich (B.A. Wesleyan Univ. [Conn.] 2002), Swampscott, Mass.
 David J. Riedel (B.A. Carleton Coll. [Minnesota] 2003), Pawtucket, R.I.
 *Roberto Attilio Rossi (B.A. Princeton Univ. 1984), New York, N.Y.
 Jeong Yeon Ryoo (B.E. Hongik Univ. 2002), Seoul, Korea
 Christopher Michael Rubino (B.A. Univ. Pennsylvania, 2003), Spring Lake Heights, N.J.
 Dylan M. Sauer (B.S. Univ. Cincinnati 2005), Indianapolis, Ind.
 Erica Rachel Schroeder (B.S. Ohio State Univ. [Columbus] 2005), Shelby, Ohio
 Benjamin Tully Smoot (B.S. Univ. Virginia 2003), Hingham, Mass.
 Leo Rowling Stevens (B.A. Yale Univ. 2005), Jackson, Miss.
 Isaac John Strackbein (B.E.D. Univ. Colorado [Boulder] 2003), Rio Piedras, Puerto Rico
 Kathryn Lee Stutts (B.S. Univ. Virginia 2003), Chapel Hill, N.C.
 ‡Sohyun Sung (B.E. Korea Univ. 2005), Seoul, Korea
 Chiew Hong Tan (B.A. National Univ. Singapore 2005), Singapore, Singapore
 Quang Vinh Truong (B.A. Dartmouth Coll. 2001), Portland, Oreg.
 Mark P. Van Brocklin (B.S. Univ. Virginia 2000), Port Orange, Fla.
 Jessica Ann Varner (B.A. Univ. Nebraska [Lincoln] 2004), Lincoln, Neb.
 Christina Wu (B.A. Univ. Pennsylvania 2004), Saratoga, Calif.
 Alberto Briseno Zamora (B.E.D. Texas A&M Univ. [Coll. Station] 2003), Fort Worth, Tex.
 ‡Shelley Xiaolei Zhang (B.A. Univ. Chicago 2002), Westmont, Ill.

Third-year class, 65

SECOND YEAR

Catherine Elizabeth Anderson (B.D.S.N. Univ. Florida 2005), Melbourne, Fla.
 Angel Arturo Beale (B.F.A. Rhode Island School of Design 2005), Guaynabo, Puerto Rico
 Jamie Anne Berg (B.A. Univ. Pennsylvania 2004), Millersville, Md.
 Bryan William Berkas (B.A. Univ. Washington 2005), Redmond, Wash.

- Rebecca Elizabeth Beyer (B.A. Univ. Pennsylvania 2005), Old Westbury, N.Y.
 John Capen Brough (A.B. Princeton Univ. 2004), Memphis, Tenn.
 Terrence Lin Chew (B.A. Univ. California [Berkeley] 2005), Pasadena, Calif.
 Jae-kyun Patrick Chu (A.B. Brown Univ. 2004), Providence, R.I.
 Cheng Hui Chua (B.A. National Univ. Singapore 2005), Singapore, Singapore
 Gerardo Dexter Ciprian (B.S. SUNY [Buffalo] 2006), Bronx, N.Y.
 Robert Alexander Cole (B.A. Wesleyan Univ. [Conn.] 2004), Annapolis, Md.
 Daniel David Colvard (B.A. Dartmouth Coll. 2004), Raleigh, N.C.
 *Courtney Erin Crosson (B.A. Duke Univ. 2004), Gainesville, Fla.
 Cody Wilson Davis (B.S. Ohio State Univ. [Columbus] 2006), Galloway, Ohio
 *Gina Maria Di Tolla (B.A. Barnard Coll. 2005), Boca Raton, Fla.
 Philip G. Drew (B.A. Wesleyan Univ. [Conn.]) 1990), Cambridge, Mass.
 Travis Robert Eby (B.S. Univ. Cincinnati 2005), Englewood, Ohio
 Seher Erdogan (B.A. Yale Univ. 2004), Istanbul, Turkey
 Leslie E. Goedken (B.F.A. Parsons School of Design 2005), Louisville, Ky.
 Nicholas Hanna (B.S. McGill Univ. 2004), Montreal, Canada
 **Zachary Russell Heineman (B.A. Harvard Univ. 2003), New Canaan, Conn.
 Reuben Azriel Herzl (A.B. Univ. California [San Diego] 2006), San Diego, Calif.
 Parsa Khalili (B.S. Univ. Illinois [Urbana-Champaign] 2006), Evanston, Ill.
 Jason Joon Kim (B.A. Univ. Calif. [Los Angeles] 1999), Corona, Calif.
 Isaiah J. King (B.S. Univ. Michigan [Ann Arbor] 2004), Sturgis, Mich.
 Eric Bryant Krancevic (B.A., B.S. Kent State Univ. 2006), Kent, Ohio
 JangWon Lee (B.S. Seoul National Univ. 2006), Seoul, Korea
 *Taekyoung Lee (B.S. Univ. Toronto 2006), Kyunggido, Korea
 Louise Christgau Levi (B.A. Yale Univ. 2005), New York, N.Y.
 Joshua Wade Lewandowski (B.A. Univ. Minnesota [Twin Cities] 2005), Minnetonka, Minn.
 †Caleb Coker Linville (B.S. Haverford Coll. 2004), Norwalk, Conn.
 Nina Yen-Ling Liu (B.A. Yale Univ. 2000), Brick, N.J.
 Patrick Robin Lun (B.S. Univ. Michigan [Ann Arbor] 2006), Grand Rapids, Mich.
 §Robert Aram Marks (A.B. Harvard Univ. 2004), Bloomington, Ind.
 Felicia Martin (B.F.A. Otis Coll. of Art & Design 2002), Ojai, Calif.
 Alexander Maymind (B.S. Ohio State Univ. 2006), Columbus, Ohio
 Patrick J. McGowan (B.A. Univ. California [Berkeley] 2004), Germantown, Tenn.
 Gregory Kahn Melitonov (B.S. Skidmore Coll. 2004), New York, N.Y.
 Marianna Ferreira Mello (B.D.S.N. Univ. Florida 2004), Longwood, Fla.
 Lauren J. Mishkind (B.A. Scripps Coll. 2003), Ada, Mich.
 Kristin Elizabeth Mueller (B.S. Texas Technical Univ. 2006), El Paso, Tex.
 Shane B. Neufeld (B.A. Amherst Coll. 2004), Brooklyn, N.Y.
 Mieko Okamoto (B.A. Columbia Univ. [Columbia Coll.] 1996), Rye, N.Y.
 Miriam Lynn Peterson (A.B. Cornell Univ. 2004), New York, N.Y.
 Karen Rizvi (B.F.A. Art Inst. of Chicago 1993), Astoria, N.Y.
 Matthew A. Roman (B.A. Princeton Univ. 2003), Baltimore, Md.
 §Meredith Jaye Sattler (A.B. Vassar Coll. 1995), Laguna Beach, Calif.
 Tal Schori (A.B. Brown Univ. 2003), New York, N.Y.
 Zakery M. Snider (B.S. Ohio State Univ. [Columbus] 2006), Blacklick, Ohio



Trisha Snyder (B.S.E. Princeton Univ. 2005), Mount Kisco, N.Y.
 Meghan Elizabeth Spigle (B.S. Univ. Virginia 2006), Fishersville, Va.
 Tom Y. Tang (B.S. Univ. Illinois [Urbana-Champaign] 2004), Aurora, Ill.
 Julianna Von Zumbusch (B.A. Columbia Univ. [Columbia Coll.] 2004), Princeton, N.J.
 Matthew J. Voss (B.S. Lawrence Technological Univ. [Michigan] 2006), Mount Pleasant, Mich.
 Leah Rosa Weinberg (B.S. London School of Economics 2003), Brookline, Mass.
 Emily Arden Wells (B.A. Univ. Pennsylvania 2004), Denver, Colo.

Second-year class, 56

FIRST YEAR

*Andrea Rose Abramoff (A.B. Brown Univ. 2004), Shaker Heights, Ohio
 Brett Patrick Appel (B.S. Univ. Michigan [Ann Arbor] 2004), Playa Del Rey, Calif.
 Anne-Marie Paula Armstrong (B.A. Univ. Waterloo 2006), Toronto, Canada
 Andrew Leon Ashby (B.S. Northeastern Univ. [Boston] 2003), Lebanon, N.H.
 Julianne Rebecca August-Schmidt (B.A. Univ. Washington 2005), Los Angeles, Calif.
 Amina Blacksher (B.A. Connecticut Coll. 1999), New Haven, Conn.
 Jason M. Bond (B.E.D. Texas A & M Univ. [Coll. Station] 2007), Winslow, Maine
 Carmel Greer Bonfigli (B.S. Univ. Virginia 2001), Washington, D.C.
 Thomas Brady (B.A. Columbia Univ. 2005), New Haven, Conn.
 Helen Brown (B.A. Stanford Univ. 2004), Washington, D.C.
 Joel R. Burke (B.S. Ohio State Univ. [Columbus] 2007), Columbus, Ohio
 A. Talley Burns (B.A. Yale Univ. 2005), Greenwich, Conn.
 Stephanie Caius Carlisle (B.A. Wesleyan Univ. [Conn.] 2005), Southlake, Tex.

Christine Chang (B.A. Univ. California [Berkeley] 2004), New Haven, Conn.
 Craig William Chapple (B.S. Arizona State Univ. 2006), Rochester, Mich.
 Jae-kyun Patrick Chu (A.B. Brown Univ. 2004), Providence, R.I.
 Harvey Ho Wang Chung (B.S. Univ. Michigan [Ann Arbor] 2005), Hong Kong, China
 Andreea Cojocaru (B.A. Wellesley Coll. 2006), Constonta, Romania
 Cory Collman (B.S. Univ. Illinois [Urbana-Champaign] 2006), New Haven, Conn.
 Patrick Robert Conner (B.A. Univ. California [Berkeley] 2004), Northridge, Calif.
 Yijie Dang (B.A. Univ. Hong Kong 2007), Shaanxi, China
 Aidan Joseph Doyle (B.S. Clemson Univ. 2006), New Haven, Conn.
 Kurt Evans (B.S. Univ. Michigan [Ann Arbor] 2004), Bath, Mich.
 Aurora Virginia Farewell (B.A. Yale Univ. 2005), Hopewell, N.J.
 Alejandro Fernandez de Mesa (B.S. Univ. Virginia 2006), Key Biscayne, Fla.
 Dongfang Gao (B.F.A. Tokyo National Univ. 2007), Chiba, Japan
 Rebecca Garnett (B.S. Univ. Virginia 2003), Charlottesville, Va.
 Palmyra Stefania Geraki (B.A. Yale Univ. 2006), Thessaloniki, Greece
 Tala Gharagozlou (B.A. Yale Univ. 2006), Paris, France
 Jerome W. Haferd (B.S. Ohio State Univ. [Columbus] 2007), Wadsworth, Ohio
 Janice Yumi Hahn (B.A. Univ. Pennsylvania 2007), Honolulu, Hawaii
 Jacquelyn Page Wittkamp Hawkins (B.A. Princeton Univ. 2004), Richmond, Va.
 Rachel Ching-Mei Hsu (B.S. Stanford Univ. 2006), Chico, Calif.
 Aude Helene Jomini (B.F.A. Rhode Island School of Design 2001), New Haven, Conn.
 Jin Hyu Kim (B.S. Seoul National Univ. 2007), Seoul, Korea
 K. Brandt Knapp (B.S. Arizona State Univ. 2006), New Haven, Conn.
 Gary Tein-Li Ku (B.A. Univ. California [Berkeley] 2006), Anaheim, Calif.
 Jang Hyung Lee (B.A. Hongik Univ. 2007), Seoul, Korea
 Meredith McDaniel (B.A. Pomona Coll. 1999), Pasadena, Calif.
 Gregory Kahn Melitonov (B.S. Skidmore Coll. 2004), New York, N.Y.
 Joseph Dart Messick (B.F.A. Rhode Island School of Design 2001), Madison, Conn.
 Ian Westbrook Mills (B.A. Yale Univ. 2003), Kerreville, Tex.
 Andrew Boody O'Brien (B.A. Colby Coll.), Hamden, Conn.
 Emily Sullivan Ottinger (B.A. Wellesley Coll. 2006), New Haven, Conn.
 Matthew David Persinger (B.S. Ohio State Univ. [Columbus] 2006), St. Paris, Ohio
 Elijah Porter (B.A. Swarthmore Coll. 2000), New Haven, Conn.
 Zachariah James Pursley (B.E.D. Univ. Colorado [Boulder] 2006), Loveland, Colo.
 James Duggan Schrader (A.B. Princeton Univ. 2006), Mequon, Wis.
 Tomasz Smierzchalski (B.S. Ryerson Polytechnical Univ. 2004), Mississauga, Canada
 Susan Hideko Surface (B.F.A. Parsons School of Design 2004), University Place,
 Wash.
 Kate Thatcher (B.S. Univ. Virginia 2004), New Haven, Conn.
 Adam Joesph Tomski (B.S. Ohio State Univ. [Columbus] 2005), New Paris, Ohio
 Chat Travieso (B.F.A. Maryland Inst. Coll. of Art 2007), Miami, Fla.
 Anja Turowski (B.S. Georgia Inst. of Technology 2004), New Haven, Conn.
 Johanna Vandemoortele (B.A. Univ. Pennsylvania 2006), New Haven, Conn.
 Tyler Baldwin Velten (B.A. Pomona Coll. 2004), New Haven, Conn.
 Yu Wang (B.S. Univ. Michigan [Ann Arbor] 2004), Glenmont, N.Y.
 Ryan Welch (B.A. Amherst Coll. 2003), Baltimore, Md.

Philip Legare Winn (B.A. Columbia Univ. 1999), New Haven, Conn.
 Craig A. Woehrle (B.S. Washington State Univ. 2001), Spokane Valley, Wash.
 Juenan Wu (B.A. Wellesley Coll. 2007), Shrewsbury, Mass.
 Steve Anthony Ybarra (B.A. Yale Univ. 2005), Houston, Tex.
 Hoey Yip (B.A. Univ. California [Berkeley] 2003), Palo Alto, Calif.
 Hilary Zaic (B.A. Princeton Univ. 2005), Ridgefield, Conn.
 Carlos Zedillo (B.A. Yale Univ. 2006), Mexico City, Mexico

First-year class, 53

Registered for the Degree of Master of Architecture

Master of Architecture II Program

Post-Professional Degree

SECOND YEAR

Lasha Brown (B.Arch. Syracuse Univ. 2002), Philadelphia, Penn.
 Ashima Chitre (B.Arch. Cornell Univ. 2006), Budaiya, Bahrain
 Santiago Del Hierro Kennedy (B.Arch. Univ. San Francisco-Quito 2004), Quito,
 Ecuador
 Danya L. Getman (B.Arch. Cornell Univ. 2005), South Pasadena, Calif.
 Kyung Sook Kim (B.Arch. Syracuse Univ. 2002), Whitestone, N.Y.
 Lorenzo Marasso (B.Arch. Univ. di Torino 2004), Alba, Italy
 Amrit Eapen Pilo (B.Arch. CEPT Univ. [Ahmedabad] 2005), Baroda Gujarat, India
 Michael Shawn Powers (B.Arch. Cornell Univ. 2003), Depew, N.Y.
 Maryjane Scime Starks (B.Arch. Pratt Inst. 2005), Williamsville, N.Y.
 **Andrew James Steffen (B.Arch. Iowa State Univ. 2005), Woodbury, Minn.
 Aaron Payne Taylor (B.Arch. Univ. Texas [Austin] 2000), Richardson, Tex.
 ‡Xinghua Zhao (B.Arch. Tsinghua Univ. 2003), Wuhan, China

Second-year class, 12

FIRST YEAR

†Nicholas James Caruso (B.Arch. Rensselaer Polytechnic Inst. 2003), New Haven,
 Conn.
 Shu H. Chang (B.Arch. Cornell Univ. 2003), Plymouth, Ind.
 Christine Mei Ling Chow (B.Arch. Univ. Southern California 2004), Monterey Park,
 Calif.
 Marc Allen Cucco (B.Arch. Univ. Texas [Austin] 2006), New Haven, Conn.
 Mwangi Gathinji (B.Arch. Univ. Notre Dame [Indiana] 2004), New Haven, Conn.
 Mark Robert Gausepohl (B.Arch. Univ. Cincinnati 1997), New Haven, Conn.
 Leyla Kori (B.Arch. Istanbul Technical Univ. 2006), Istanbul, Turkey
 Terri W. Lee (B.Arch. Cornell Univ. 2004), New Haven, Conn.
 David Christian Petersen (B.Arch. Cooper Union 2007), Brooklyn, N.Y.
 Yijun Qian (B.Arch. South China Univ. Tech. 2007), Guangzhou, China
 Saifullah Sami (B.Arch. Indus Valley School of Art and Architecture 2004), Karachi,
 Pakistan

§Christopher Neal Starkey (B.A. Rice Univ. 2001), Athens, Ga.

Zachary Paul Stevens (B.Arch. Rhode Island School of Design 2005), Cape Neddick, Maine

Daniel Robert Yoder (B.Arch. Kent State Univ. 2007), Ashland, Ohio

First-year class, 14

Registered for the Degree of Master of Environmental Design

SECOND YEAR

Elizabeth Bishop (B.Arch., M.Arch. Tulane Univ. 2003, 2004), Quartz Hill, Calif.

Alan Granville Brake (B.A. Vassar Coll. 2000), Louisville, Ky.

Kathleen Louise John-Alder (B.S. Rutgers Univ. [New Brunswick] 1991), Roosevelt, N.J.

Zachary Morgan White (A.B. Univ. Chicago 2001), Appleton, Wis.

Second-year class, 4

FIRST YEAR

Lucas Turner Cohen (B.A. Bard Coll. 2002), Brooklyn, N.Y.

Iben Andrea Falconer (B.A. Brown Univ. 2006), Seattle, Wash.

Olga Pantelidou (M.Arch. National Tech. Univ. Athens 2007), New Haven, Conn.

First-year class, 3

*Leave of absence 2007–2008

†Leave of absence spring 2008

‡Fall term only

§Joint-degree program, M.E.M., School of Forestry & Environmental Studies

**Joint-degree program, M.B.A., School of Management



South Elevation
Scale: 1/8" = 1'-0"

West Elevation
Scale: 1/8" = 1'-0"

North Elevation
Scale: 1/8" = 1'-0"

Awards

The following awards were made in the academic year 2007–2008. The date each award was established is shown in parentheses.

FELLOWSHIPS

William Wirt Winchester Traveling Fellowship (1895) Awarded each year to the graduating student in architecture whose academic performance has been consistently at the highest level, who has displayed the most promise and potential for a future professional role, and who has completed a piece of distinguished independent work. It provides an opportunity for study and travel outside the United States and is considered to be the School's most prestigious award. Awarded to Dana L. Getman.

Gertraud A. Wood Traveling Fellowship (1983) Awarded each year to an outstanding second-year student in the first professional degree program on financial aid for travel outside of the United States. Awarded to Catherine E. Anderson and Matthew A. Roman.

George Nelson Scholarship (1988) Awarded each year through a competitive application process to a second-year student in the first professional degree program for support for an independent course of study. Recipients shall demonstrate skill as a designer, interest in critical thought, and the ability to express his or her ideas in written and verbal form. Awarded to John C. Brough and Parsa Khalili.

David M. Schwarz/Architectural Services Good Times Award (2000) Awarded to a graduating student for travel in Europe. Awarded to Santiago Del Hierro Kennedy.

MEDALS AND PRIZES

American Institute of Architects Henry Adams Medal (1914) Awarded to the graduating student with the highest academic ranking in the first professional degree program. Awarded to Pierre A. Reynoldson.

American Institute of Architects Henry Adams Certificate (1914) Awarded to the graduating student with the second-highest academic ranking in the first professional degree program. Awarded to Erica R. Schroeder.

Alpha Rho Chi Medal (1914) Awarded each year to that graduating student who has shown an ability for leadership, performed willing service for his or her school and department, and given promise of real professional merit through his or her attitude and personality. Awarded to Leo Rowling Stevens IV.

William Edward Parsons Memorial Medal (1941) Presented annually to that member of the graduating class who has done distinctive work and demonstrated the greatest professional promise in the area of city planning. Awarded to Michael Beaumont Crockett.

The H.I. Feldman Prize (1955) Awarded annually to the student who demonstrates the best solution to an architectural problem in an advanced studio, taking into consideration the practical, functional, and aesthetic requirements of that problem. Awarded to Dylan M. Sauer.



Wendy Elizabeth Blanning Prize (1976) Awarded annually to the student in the second year of the first professional degree program on financial aid who has shown the most promise of development in the profession. Awarded to Cody W. Davis.

Sonia Albert Schimberg Prize (1981) Awarded to a graduating woman student for outstanding academic performance. Awarded to Kathleen L. John-Alder.

Janet Cain Sielaff Alumni Award (1983) The Yale Architecture Alumni Association Award presented annually to that graduating student who most significantly contributed to, and fostered, school spirit. Awarded to Maria Claudia Melnicinc.

Moulton Andrus Award (1984) Awarded to a graduating student who has achieved excellence in art and architecture. Awarded to Jeff J. Geldart.

The Drawing Prize (1985) Awarded to the graduating student who has excelled at drawing as part of the design process, is articulate with pencil, and shows a strong personal graphic style of presentation for his or her architectural ideas. Awarded to Brent C. Martin.

Gene Lewis Book Prize (1986) Awarded to a graduating student who has shown promise for excellence in residential architecture. Awarded to Michael T. Krop.

David Taylor Memorial Prize (1996) Awarded to the graduating student who has shown promise or demonstrated interest in architectural criticism. Awarded to Nicholas W. McDermott.

INTERNSHIPS

David M. Schwarz/Architectural Services Summer Internship and Traveling Fellowship (2000) Awarded to Shu H. Chang.

SCHOLARSHIPS

Franklin U. Gregory Memorial Scholarship (1948) Awarded to Leo Rowling Stevens IV.

Charles O. Matcham Scholarship (1954) Awarded to Lorenzo Marasso.

Everett Victor Meeks Graduate Fellowship (1956) Awarded to Moisés Berrun, Jr.

Eero Saarinen Memorial Scholarship (1962) Awarded to Dana L. Getman.

Carroll L.V. Meeks Memorial Scholarship (1968) Awarded to David J. Riedel.

Samuel J. Fogelson Memorial Award (1979) Awarded to Claire C. Axley.

Christopher Tunnard Memorial Fellowship (1979) Awarded to Michael S. Powers.

Anne C.K. Garland Award (1980) Awarded to Leo Rowling Stevens IV.

Robert Allen Ward Scholarship (1980) Awarded to Yichen Lu.

Kenneth A. Housholder Scholarship (1982) Awarded to Meredith McDaniel.

Henry A. Pfisterer Scholarship (1984) Awarded to Garret J. Gantner.

James Gamble Rogers Memorial Fellowships (1990) Awarded to Bryan W. Berkas, Travis R. Eby, Seher Erdogan, Reuben A. Herzl, Louise C. Levi, Alexander Maymind, Zakery M. Snider.

A. Whitney Murphy Scholarship (1992) Awarded to Benjamin T. Smoot.

Enid Storm Dwyer Scholarship (1994) Awarded to Maria C. Melnicinc.

Herman D.J. Spiegel Scholarship (1999) Awarded to Jennifer J. Dubon.

Ulli Scharnberg Scholarship in memory of Carroll L.V. Meeks (1999) Awarded to Marc C. Newman.

John W. Storrs Scholarship (2001) Awarded to Brent C. Martin.

Harvey R. Russell Scholarship (2002) Awarded to Christopher M. Corbett.

Yen and Dolly Liang Scholarship (2002) Awarded to Andrew J. Steffen.

Robert Leon Coombs Scholarship (2002) Awarded to Alberto B. Zamora.

Fermin R. Ennis Memorial Fellowship (2002) Awarded to Elizabeth Bishop.

Frederick T. Ahlson Scholarship (2004) Awarded to Jason Pytko.

David C. Morton II Scholarship (2004) Awarded to Erica R. Schroeder, Isaac J. Strackbein, Pierce A. Reynoldson.

Stanley Tigerman Scholarship (2004) Awarded to Michael S. Powers.

Cesar Pelli Scholarship (2005) Awarded to Lasha Brown.

Frederick Bland Scholarship (2005) Awarded to Dylan M. Sauer.

Hilder Family Scholarship (2005) Awarded to Amrit E. Pilo.

Clarke Family Scholarship (2006) Awarded to Mark P. Van Brocklin.

Pickard Chilton Scholarship (2006) Awarded to Marc C. Newman.

Dean's Scholarship (2006) Awarded to Lasha Brown.

Alexander Gorlin Scholarship (2006) Awarded to Jennifer J. Dubon.

Charles Gwathmey Scholarship (2006) Awarded to Jeff J. Geldart.

Ruesch Family Scholarship (2006) Awarded to Alan G. Brake.

Kenneth A. Householder Memorial Scholarship (2006) Awarded to Elizabeth Bishop, Lydia J.F.V. Miller.

Dilworth Family Scholarship (2007) Awarded to Jessica A. Varner.

Richard D. Cohen Scholarship (2007) Awarded to Alan C. Knox.

Frank D. Israel Scholarship (2008) Awarded to Nobuki Ogasahara.

The Work of Yale University

The work of Yale University is carried on in the following schools:

Yale College Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please write to the Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234; tel., 203.432.9300; e-mail, student.questions@yale.edu; Web site, www.yale.edu/admit/

Graduate School of Arts and Sciences Courses for college graduates. Master of Arts (M.A.), Master of Engineering (M.Eng.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please visit www.yale.edu/graduateschool, write to graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323.

School of Medicine Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please write to the Director of Admissions, Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510; tel., 203.785.2643; fax, 203.785.3234; e-mail, medical.admissions@yale.edu; Web site, <http://info.med.yale.edu/education/admissions/>

For additional information about the School of Public Health, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; e-mail, eph.admissions@yale.edu; Web site, <http://publichealth.yale.edu/>

Divinity School Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511; tel., 203.432.5360; fax, 203.432.7475; e-mail, divinity.admissions@yale.edu; Web site, www.yale.edu/divinity/. Online application, <https://apply.divinity.yale.edu/apply/>

Law School Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu/

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu/

School of Art Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please write to the Office of Academic Affairs, Yale School of Art, PO Box 208339, New Haven CT 06520-8339; tel., 203.432.2600; e-mail, artschool.info@yale.edu; Web site, <http://art.yale.edu/>

School of Music Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; tel., 203.432.4155; fax, 203.432.7448; e-mail, gradmusic.admissions@yale.edu; Web site, www.yale.edu/music/

School of Forestry & Environmental Studies Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Office of Admissions, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; tel., 800.825.0330; e-mail, fesinfo@yale.edu; Web site, <http://environment.yale.edu/>

School of Architecture Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.).

For additional information, please write to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242; tel., 203.432.2296; e-mail, gradarch.admissions@yale.edu; Web site, www.architecture.yale.edu/

School of Nursing Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Philosophy (Ph.D.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; tel., 203.785.2389; Web site, <http://nursing.yale.edu/>

School of Drama Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please write to the Admissions Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 203.432.1507; e-mail, ysd.admissions@yale.edu; Web site, www.drama.yale.edu/

School of Management Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, <http://mba.yale.edu/>

Travel Directions

to Yale University School of Architecture Administrative Offices
Paul Rudolph Hall (formerly Art & Architecture Building), 180 York Street, 3rd Floor

By Air

Tweed-New Haven Airport is served by USAirways (800.428.4322). From Tweed-New Haven Airport, take taxi (Metro Cab, 203.777.7777) to 180 York Street. From New York City airports (Kennedy, LaGuardia, and Newark) and Hartford airport (Bradley), take Connecticut Limousine Service (800.472.5466) to their New Haven terminal. From Connecticut Limousine terminal, take taxi (Metro Cab, 203.777.7777) to 180 York Street (corner of York and Chapel streets).

By Car

Interstate 95 (from New York or Boston)

Take Downtown New Haven Exit 47 (Route 34). Proceed to Exit 3 (North Frontage Road). At the first traffic light turn right onto York Street. Proceed three blocks to the corner of York and Chapel streets. Parking facilities are located on York Street between Crown and Chapel streets. Rudolph Hall is on the northwest corner of York and Chapel streets.

Interstate 91 (from points north or west)

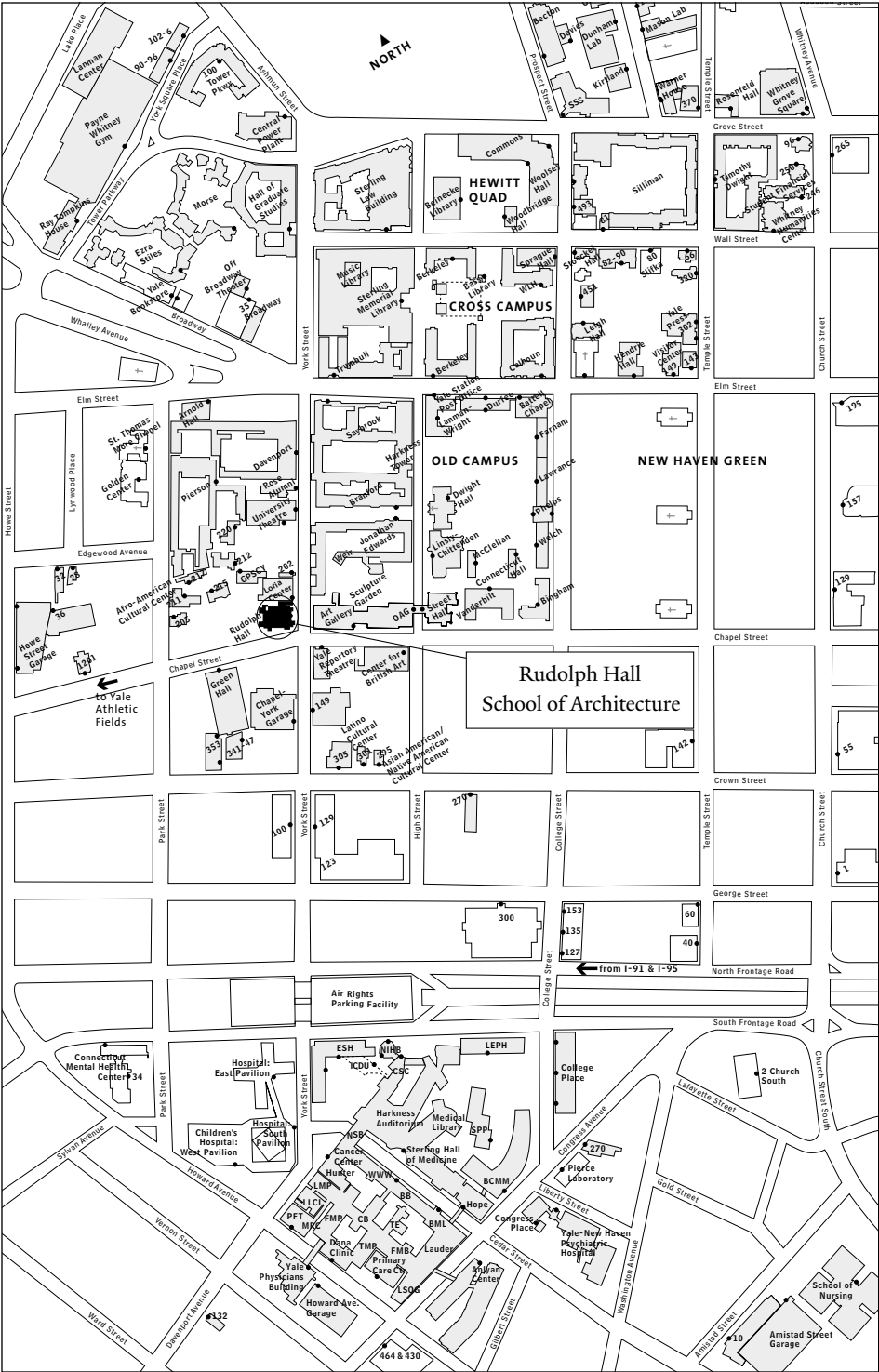
Take Downtown New Haven Exit 1 (Route 34). Continue as above.

By Train

Take Amtrak or Metro-North to New Haven. From the New Haven train station take a taxi to 180 York Street (corner of York and Chapel streets).

Continued on next page

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to the Office for Equal Opportunity Programs, 104 William L. Harkness Hall, 203.432.0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, PO Box 208230, New Haven CT 06520-8230, 203.432.2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

Applications may be submitted only through mail. For all other matters related to admission to the School of Architecture, please telephone the Office of Admissions, 203.432.2296.

Registration, Withdrawal Notices: Registrar, School of Architecture, 203.432.2296

Transcripts of Records (request must be made in writing): Registrar, School of

Architecture, PO Box 208242, New Haven CT 06520-8242, 203.432.2296

Financial Aid Information: Financial Aid Office, School of Architecture, PO Box 208242, New Haven CT 06520-8242, 203.432.2291

Employment (Part-Time): Office of Student Employment, 246 Church Street, PO Box 208288, New Haven CT 06520-8288, 203.432.0167

International Students (Assistance): Office of International Students and Scholars, 421 Temple Street, PO Box 208224, New Haven CT 06520-8224, 203.432.2305

Health Services: Health Services Center, 17 Hillhouse Avenue, PO Box 208237, New Haven CT 06520-8237, 203.432.0246

Housing: Department of Graduate Housing, 420 Temple Street (Helen Hadley Hall), PO 208202, New Haven CT 06520-8202, 203.432.6112

Payment of Fees: Office of Student Financial Services, 246 Church Street, PO Box 208232, New Haven CT 06520-8232, 203.432.2700

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