Open House
All interested applicants are invited to attend the School's Open House: Thursday, November 5, 2009.

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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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. In addition, in accordance with federal law, the University maintains information concerning current fire safety practices and prepares an annual fire safety report concerning fires occurring in on-campus student housing facilities. 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.

Registrar, 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
School of Architecture
2009–2010
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## Calendar

### FALL 2009

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<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 13</td>
<td>M</td>
<td>Incoming First-Year M.Arch. I 1001c classes begin, 9 a.m.</td>
</tr>
<tr>
<td>Aug. 14</td>
<td>F</td>
<td>1001c classes end, 5 p.m.</td>
</tr>
<tr>
<td>Aug. 17</td>
<td>M</td>
<td>Shop Orientation for incoming students begins, 9 a.m.</td>
</tr>
<tr>
<td>Aug. 21</td>
<td>F</td>
<td>Shop Orientation ends, 5 p.m.</td>
</tr>
<tr>
<td>Aug. 27</td>
<td>TH</td>
<td>Registration for all students, 8:30 a.m.–5 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Studio Lottery, 11 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fall-term studio classes begin, 2:30 p.m.</strong></td>
</tr>
<tr>
<td>Aug. 28</td>
<td>F</td>
<td><strong>Fall-term non-studio classes begin, 8:30 a.m.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Friday classes do not meet this day; Monday classes meet instead)</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>M</td>
<td>No classes. Labor Day (Regular classes for this day meet on Friday, August 28)</td>
</tr>
<tr>
<td>Oct. 12–16</td>
<td>M–F</td>
<td>Midterm week</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>TH</td>
<td>Open House for prospective applicants</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>F</td>
<td>Fall recess begins, 5:20 p.m.</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>M</td>
<td>Classes resume, 8:30 a.m.</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>F</td>
<td><strong>Fall-term classes end, 5:20 p.m.</strong></td>
</tr>
<tr>
<td>Dec. 7–11</td>
<td>M–F</td>
<td>Design jury week</td>
</tr>
<tr>
<td>Dec. 14–18</td>
<td>M–F</td>
<td>Course examination week</td>
</tr>
<tr>
<td>Dec. 18</td>
<td>F</td>
<td>Winter recess begins, 5:20 p.m.</td>
</tr>
</tbody>
</table>

### SPRING 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 2</td>
<td>SA</td>
<td>Closing date for applications for admission in 2009 (all programs)</td>
</tr>
<tr>
<td>Jan. 7</td>
<td>TH</td>
<td>Registration for all students, 8:30 a.m.–5 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Studio Lottery, 11 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Spring-term studio classes begin, 2:30 p.m.</strong></td>
</tr>
<tr>
<td>Jan. 8</td>
<td>F</td>
<td><strong>Spring-term non-studio classes begin, 8:30 a.m.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Friday classes do not meet this day; Monday classes meet instead)</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>M</td>
<td>No classes. Martin Luther King, Jr. Day (Regular classes for this day met on Friday, January 8)</td>
</tr>
<tr>
<td>Mar. 1–5</td>
<td>M–F</td>
<td>Midterm week</td>
</tr>
<tr>
<td>Mar. 5</td>
<td>F</td>
<td>Spring recess begins, 5:20 p.m.</td>
</tr>
<tr>
<td>Mar. 22</td>
<td>M</td>
<td>Classes resume, 8:30 a.m.</td>
</tr>
<tr>
<td>Apr. 23</td>
<td>F</td>
<td><strong>Spring-term classes (except 1013b) end, 5:20 p.m.</strong></td>
</tr>
<tr>
<td>Apr. 26–30</td>
<td>M–F</td>
<td>Design jury week</td>
</tr>
<tr>
<td>Apr. 26–June25</td>
<td>M–F</td>
<td>Fieldwork, First-Year Building Project</td>
</tr>
<tr>
<td>May 3–7</td>
<td>M–F</td>
<td>Course examination week</td>
</tr>
<tr>
<td>May 10</td>
<td>M</td>
<td>1017c classes begin, 9:30 a.m.</td>
</tr>
<tr>
<td>May 24</td>
<td>M</td>
<td>University Commencement</td>
</tr>
<tr>
<td>June 25</td>
<td>F</td>
<td><strong>M.Arch. I, first-year spring-term 1013b and 1017c classes end, 5:20 p.m.</strong></td>
</tr>
</tbody>
</table>
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
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
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
Faried Zakaria, B.A., Ph.D., New York, New York
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Vice President and General Counsel
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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 Business Operations
Shauna Ryan King, B.S., M.B.A.

Vice President for West Campus Planning and Program Development
Michael John Donoghue, B.A., Ph.D.

Vice President for Human Resources and Administration
Michael Allan Peel, B.S., M.B.A.
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Faculty and Administration

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John D. Jacobson, B.A., M.Arch., Associate Dean
Mark Foster Gage, B.Arch., M.Arch., Acting Assistant Dean
Keith A. Krumwiede, B.A., M.Arch., Assistant Dean
Bimal Mendis, B.A., M.Arch., Assistant Dean

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Alexander Purves, B.A., M.Arch., Professor Emeritus of Architecture

Professors
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Deborah Berke, B.F.A., B.Arch., M.U.P., Professor (Adjoint)
Kent C. Bloomer, B.F.A., M.F.A., Professor (Adjoint)
Turner Brooks, B.A., M.Arch., Professor (Adjoint)
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., Acting Assistant Dean and Assistant Professor
Alexander D. Garvin, B.A., M.Arch., M.U.S., Professor (Adjoint)
Steven Harris, B.A., B.F.A., M.Arch., Professor (Adjoint)
Dolores Hayden, B.A., M.Arch., Professor and Professor of American Studies
John D. Jacobson, B.A., M.Arch., Associate Dean and Professor (Adjoint)
Fred H. Koetter, B.Arch., M.Arch., Professor (Adjoint)
Keith A. Krumwiede, B.A., M.Arch., Assistant Dean and Associate Professor
Edward Mitchell, B.A., M.Arch., Assistant Professor (Adjoint)
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., Associate 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 (Adjoint)
Robert A.M. Stern, B.A., M.Arch., Dean and J.M. Hoppin Professor of Architecture

Endowed Visiting Professorships and Fellowships

Fall 2009
Stefan Behnisch, Eero Saarinen Visiting Professor of Architectural Design
Eric Bunge and Mimi Hoang, Louis I. Kahn Visiting Assistant Professors of Architectural Design
Lise Anne Couture, William B. and Charlotte Shepherd Davenport 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
Leon Krier, William B. and Charlotte Shepherd Davenport Visiting Professor of Architectural Design
Greg Pasquarelli, William Henry Bishop Visiting Professor of Architectural Design
Elihu Rubin, Daniel Rose Visiting Assistant Professor

Spring 2010
Patrick Bellew and Andy Bow, Eero Saarinen Professors of Architectural Design
Peter Eisenman, Louis I. Kahn Visiting Professor of Architectural Design
Katherine Farley, Edward P. Bass Distinguished Visiting Architecture Fellow
Sean Griffiths, Charles Holland, and Sam Jacob, William Henry Bishop Visiting Professors of Architectural Design
Greg Lynn, William B. and Charlotte Shepherd Davenport Visiting Professor of Architectural Design
Christopher Perry, Louis I. Kahn Visiting Assistant Professor of Architectural Design
Elihu Rubin, Daniel Rose Visiting Assistant Professor
Stanislaus von Moos, Vincent Scully Visiting Professor of Architectural History

Affiliated Faculty
Karsten Harries, B.A., Ph.D., Brooks and Suzanne Ragen Professor of Philosophy
(Department of Philosophy)
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

Critics, Lecturers, and Instructors
Victor Agran, B.A., M.Arch., Lecturer
John Apicella, B.Arch., Lecturer
Sunil Bald, B.A., M.Arch., Critic
Steven Baumgartner, B.S.M.E., Lecturer
Andrew Benner, B.Arch., M.Arch., Critic
Phillip G. Bernstein, B.A., M.Arch., Lecturer
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
Martin Cox, B.Arch., Critic
Nikolas Dando-Haenisch, A.B., M.Arch., Lecturer
Taylor Dansby, B.F.A., Instructor
Naomi Darling, B.S.E., M.A., M.Arch., Lecturer
Peter de Bretteville, B.Arch., 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
Alexander J. Felson, B.A., M.S., M.L.A., Lecturer Convertible
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
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
Kristin Hawkins, B.S., M.Arch., Lecturer
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 Harrison, A.B., M.A., M.Arch., Ph.D., Lecturer
Dino Marcantonio, B.A., M.Arch., Lecturer
Andrew Marchesin, B.S., M.S., Lecturer
A. William Martin, B.A., M.Arch., Lecturer
Bimal Mendis, B.A., M.Arch., Assistant Dean and Critic
Joeb Moore, B.S., M.Arch., M.E.D., Critic
Herbert S. Newman, B.A., M.Arch., Critic
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
Ben Pell, B.Arch., M.Arch., Critic
Craig Razza, B.S.M.E., Lecturer
Kevin Rotheroe, B.S., M.Arch., M.Des.S., D.Des., Lecturer
Joshua Rowley, B.F.A., M.F.A., Lecturer
Dean Sakamoto, B.Arch., M.Arch., M.E.D., Critic
Daniel Sherer, B.A., Ph.D., Lecturer
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
Shanta Tucker, 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
Vincent Guerrero, B.S., Systems Administrator
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 Financial Aid Offices
Dana Keeton, B.F.A., M.S., Exhibitions Administrator
Eric Kurzenberger, B.A., B.S., Systems Administrator
Robert Liston, B.S., Systems Administrator
Jean E. Sielaff, B.A., Senior Administrative Assistant to Dean's Office; Alumni Affairs Administrator
Lillian Smith, B.S., M.B.A., Financial Administrator
Rosemary Watts, Senior Administrative Assistant to Financial Administrator
Marilyn Weiss, A.S., Registrar and Admissions Administrator
Donna Wetmore, B.S., Assistant Registrar and Assistant Admissions Administrator

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Tanya Allen, B.A., M.A., Library Services Assistant
Jennifer Alo, B.S., Administrative Assistant
Holly Hatheway, B.A., M.L.S., M.A., Assistant Director for Research, Collections, and Access Services
Beverly T. Lett, B.A., M.Div., Library Services Assistant
Teresa Mensz, B.A., M.A., Library Services Assistant
Melissa Quinones, Library Services Assistant for Special Collections
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
Carolyn Caizzi, B.A., M.L.S., Visual Resources Technology Specialist
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:
<table>
<thead>
<tr>
<th>Faculty and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Frazer Stirling, Fall 1966–1984</td>
</tr>
<tr>
<td>Robert Venturi, Spring 1966–1970</td>
</tr>
<tr>
<td>Moshe Safdie, Spring 1971</td>
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<tr>
<td>Cesar Pelli, Spring 1972</td>
</tr>
<tr>
<td>Lewis Davis, Spring 1974</td>
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<tr>
<td>Samuel Brody, Spring 1974</td>
</tr>
<tr>
<td>Henry N. Cobb, Spring 1975</td>
</tr>
<tr>
<td>Hugh Hardy, Spring 1976</td>
</tr>
<tr>
<td>Giancarlo DeCarlo, Spring 1978</td>
</tr>
<tr>
<td>Peter Eisenman, Spring 1980</td>
</tr>
<tr>
<td>Aldo Rossi, Spring 1981</td>
</tr>
<tr>
<td>John Hejduk, Spring 1982</td>
</tr>
<tr>
<td>Helmut Jahn, Spring 1983</td>
</tr>
<tr>
<td>Paul A. Kenyon, Spring 1984</td>
</tr>
<tr>
<td>Taft Architects: John Casbarian, Danny Samuels, Robert Timme, Fall 1984</td>
</tr>
<tr>
<td>Raimund Abraham, Spring 1985</td>
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<tr>
<td>Andrew MacMillan, Spring 1986</td>
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<tr>
<td>Rob Krier, Fall 1986</td>
</tr>
<tr>
<td>Mario Botta, Spring 1987</td>
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<tr>
<td>Tadao Ando, Fall 1987</td>
</tr>
<tr>
<td>Bernard Tschumi, Spring 1988</td>
</tr>
<tr>
<td>Bernard Huet, Spring 1990</td>
</tr>
<tr>
<td>Michael D. Sorkin, Fall 1990</td>
</tr>
<tr>
<td>Leon Krier and Demetri Porphyrios, Spring 1991</td>
</tr>
</tbody>
</table>
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
Leon Krier, Fall 2002, Spring 2003, Fall 2005, Fall 2007
Jaquelin Robertson, Fall 2004
Richard Rogers and Chris Wise, Spring 2006
Massimo Scolari, Fall 2006–2008
Richard Meier, Spring 2008
Brigitte Shim, Spring 2008
David M. Schwarz, Fall 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 2007–2009
Julie Eizenberg, Spring 2004
Barbara Littenberg, Fall 2004
Tod Williams and Billie Tsien, Fall 2007
Diana Balmori, Fall 2008

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
Enrique Norten, Fall 2004
Brigitte Shim, Fall 2005
Gregg Pasquarelli, Fall 2006
Joshua Prince-Ramus and Erez Ella, Fall 2007
Frank O. Gehry, Spring 2008
John Patkau, Spring 2009

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

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
Liza Fior and Katherine Clarke, Spring 2009
William Sharples, Spring 2009
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
Charles L. Atwood, Fall 2008

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 W. Forster, Fall 2005–2008
Dietrich Neumann, Spring 2007–2009

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 2009
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.).

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 design and visualization, technology and practice, history and theory, and urbanism and landscape serve as a basis for developing a comprehensive approach to architectural design.

Design and visualization encompasses required studios, option studios, electives that concentrate on design logic and skills, and courses that support design thinking and representation.
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.

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 121).

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, 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 spring term of first year progress to an investigation of dwelling. During the spring term of first year 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 fall term of second year undertakes the design of a public building, and the spring term of second year is devoted to urbanism. During the fall and spring terms of third year, students, through a lottery system, are at liberty to choose from a variety of advanced design 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 (1199b) in lieu of an advanced studio. Students may, if they wish, continue their work for an additional term by taking an advanced studio and/or elective courses. A number of support courses are required during the three-year curriculum. Required courses in design and visualization, technology and practice, 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 design and
visualization, technology and practice, history and theory, 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**

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

M.Arch. I: Total Requirement: 108 credits

### Pre-First Year (Mid-Summer)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001c, Visualization I *</td>
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### First Year (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1011a, Architectural Design</td>
<td>6</td>
</tr>
<tr>
<td>1015a, Visualization II</td>
<td>3</td>
</tr>
<tr>
<td>1018a, Formal Analysis</td>
<td>3</td>
</tr>
<tr>
<td>2011a, Structures I</td>
<td>3</td>
</tr>
<tr>
<td>3011a, Modern Architecture</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### First Year (Spring)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1012b, Architectural Design</td>
<td>3</td>
</tr>
<tr>
<td>1013b, Building Project †</td>
<td>3</td>
</tr>
<tr>
<td>1016b, Visualization III</td>
<td>3</td>
</tr>
<tr>
<td>2012b, Structures II</td>
<td>3</td>
</tr>
<tr>
<td>2014b, Site and Climate</td>
<td>1.5</td>
</tr>
<tr>
<td>2015b, Building Technology</td>
<td>1.5</td>
</tr>
<tr>
<td>4011b, Intro to Urban Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### First Year (Early Summer)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1017c, Visualization IV ‡</td>
<td>3</td>
</tr>
</tbody>
</table>

### Second Year (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1021a, Architectural Design</td>
<td>6</td>
</tr>
<tr>
<td>2021a, Environmental Design</td>
<td>3</td>
</tr>
<tr>
<td>3021a, Architectural Theory I: 1750–1968</td>
<td>3</td>
</tr>
<tr>
<td>4021a, Intro. to Planning and Development</td>
<td>3</td>
</tr>
<tr>
<td>Elective **</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18§</strong></td>
</tr>
</tbody>
</table>
**Second Year (Spring)**

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1022b, Architectural Design</td>
<td>6</td>
</tr>
<tr>
<td>2022b, Systems Integration</td>
<td>3</td>
</tr>
<tr>
<td>3022b, Architectural Theory II: 1968–Present</td>
<td>3</td>
</tr>
<tr>
<td>Elective **</td>
<td>3</td>
</tr>
<tr>
<td>Elective **</td>
<td>3</td>
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<td></td>
<td><strong>18§</strong></td>
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**Third Year (Fall)**

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv. Studio Design</td>
<td>9</td>
</tr>
<tr>
<td>2031a, Arch. Practice &amp; Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td>Elective **</td>
<td>3</td>
</tr>
<tr>
<td>Elective **</td>
<td>3</td>
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<td></td>
<td><strong>18§</strong></td>
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</table>

**Third Year (Spring)**

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv. Studio Design</td>
<td>9</td>
</tr>
<tr>
<td>Elective **</td>
<td>3</td>
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<tr>
<td>Elective **</td>
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<td><strong>15§</strong></td>
</tr>
</tbody>
</table>

*This course is required for those students so designated by the Admissions Committee. Typically, this course will be required for students who do not have significant pre-architectural training. This five-week course begins July 13 and concludes August 14.

†This course does not conclude until June 25 and thus extends beyond the normal school year.

‡This course begins May 10 and concludes on June 25.

§Students may take the one term of 15 required course credits in any of the last four terms by adjusting the number of electives.

**Two electives must be in History and Theory study area and one elective must be in Urbanism and Landscape study area. These required electives may be taken in any term(s). Courses taken outside of the School may fulfill these requirements provided they are listed in the appropriate study areas or they have been 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.)

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 courses. 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 that course’s 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 coordinators.
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. Visualization I: Observation and Representation (1001c) is a five-week required 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. 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.

School Portfolio
In addition to the 108 satisfactorily completed course credits, a student must satisfactorily complete the portfolio requirement as described on page 125 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

Edward Mitchell, Acting 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 required post-professional design studio (1061a) in the first term and in the subsequent three terms choose, through a lottery system, from a variety of advanced design 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 (1199b) 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 design and visualization, technology and practice, history and theory, 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

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.

M.Arch. II: Total Requirement: 72 credits

First Year (Fall)

Required Credits
1061a, Post-Professional Design Studio 9
1062a, Computation Analysis Fabrication 3
Elective* 3
Elective* 3

18

First Year (Spring)

Required Credits
Advanced Design Studio 9
3022b, Architectural Theory II: 1968–Present 3
Elective* 3
Elective* 3

18

Second Year (Fall)

Required Credits
Advanced Design Studio 9
3071a, Issues in Architecture & Urbanism 3
Elective* 3
Elective* 3

18

Second Year (Spring)

Required Credits
Advanced Design Studio 9
Elective* 3
Elective* 3
Elective* 3

18

*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.)

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.

School Portfolio

In addition to the 72 satisfactorily completed course credits, a student must satisfactorily complete the portfolio requirement as described on page 125 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

Peggy Deamer, Acting 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 research 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 research 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
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.

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 (3092a 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 a course in research methodologies (3091a) in their first year, fall term and a course in architectural theory (3022b) in their first year, spring 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 as well as in the bulletins of other schools of Yale University.) All M.E.D. students are required to take 3092a 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 Year (Fall)

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
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<tbody>
<tr>
<td>3091a, Methods and Research Colloquium</td>
<td>3</td>
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<tr>
<td>3092a, Independent Research and Electives</td>
<td>15</td>
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First Year (Spring)

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<tr>
<th>Required</th>
<th>Credits</th>
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<tr>
<td>3022b, Architectural Theory II: 1968–Present</td>
<td>3</td>
</tr>
<tr>
<td>3092b, Independent Research and Electives</td>
<td>15</td>
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Second Year (Fall)

Required Credits
3092a, Independent Research and Electives 18

Second Year (Spring)

3092b, Independent Research and Electives 18

**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.

**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.

- Peggy Deamer, Acting Chair
- D. Michelle Addington
- 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](http://www.architecture.yale.edu/handbook).
Doctor of Philosophy Program

Kurt W. Forster, Director of Doctoral Studies

FIELDS OF STUDY

The five-year doctoral program prepares candidates for careers in university teaching, cultural advocacy and administration, museum curatorship, and publishing. It aims chiefly, however, 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. In addition to meeting qualifying criteria, candidates are required as part of the application to submit a portfolio of their own architectural work, a writing sample in the form of a research paper or publication, and an explanation of their motivation for engaging in this course of study. Qualified applicants may 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 eight courses, consisting of graduate seminars. During each of the four semesters in residence, a student must take a Ph.D. seminar taught by a member
of the Ph.D. committee, which will introduce the student to various methodologies and areas of study. Some seminars 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 seminars form the methodological core of the program.

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 history or literature. Typically, at least two of the four elective seminars would be in related fields. 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, not later than the end of their second year. 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 doctoral 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 doctoral 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.

By the end of the third 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**

The program in Architecture considers teaching to be an important part of graduate training. Students in the Ph.D. program in Architecture, therefore, are expected to teach for four semesters, normally in their third and fourth years. Between these four semesters, it is typically expected that a Ph.D. student teach in two history and theory survey courses in the student’s area of study at the School of Architecture or elsewhere in the University and teach in two design studios at the School of Architecture. Each teaching assignment shall be under the direct supervision of senior faculty.
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, four cognates (may include independent study with faculty), and two years of Graduate Research Assistant experience, and must pass the Preliminary Examination.

Required Courses

551a, Ph.D. Seminar I 3 credits. (Required in, and limited to, Ph.D. first year, fall term.) This seminar centers on a throughout examination of fundamental ideas of historiography, centering on Rome and exploring aspects of geology, culture, mapping, site development, the establishment of institutions, and the construction of buildings across several millennia, as well as a study of literature on the urbs and its world impact. Kurt W. Forster

552b, Ph.D. Seminar II 3 credits. (Required in, and limited to, Ph.D. first year, spring term.) This seminar centers on concepts of history and their application to architecture as a dimension of culture from Jacob Burckhardt to the present and a close reading of historiographic theories, including ethnography, modernity, and the emergence of the profession of architecture in the light of present-day critique. Kurt W. Forster

553a, Ph.D. Seminar III 3 credits. (Required in, and limited to, Ph.D. second year, fall term.) Seminar content to be announced. Faculty

554b, Ph.D. Seminar IV 3 credits. (Required in, and limited to, Ph.D. second year, spring term.) Seminar content to be announced. Faculty
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) and may be waived from the History and Theory and/or Urbanism and Landscape elective requirements. 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
Michelle Addington, 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 sequentially. 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. Students in the joint-degree program may be waived from the History and Theory and/or Urbanism and Landscape elective requirements.

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*

Bimal Mendis, 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 must apply to enter the major during the spring term of their sophomore year. Following the application and review process, admitted students enter the major during the fall term of their junior year.

**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.

**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 seven courses (including three prerequisites). Six to seven additional courses are required for majors, depending on their area of concentration, which are:

1. Architecture and 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. History, Theory, and Criticism, 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 encourages a broad, interdisciplinary investigation of the complex forces that shape the urban and physical environment.

For full course descriptions, see *Yale College Programs of Study*. 
Study Areas and Course Descriptions

In course titles, \( a \) designates fall term, \( b \) designates spring term, and \( c \) designates summer. [Bracketed courses are not offered in 2009–2010.] The School reserves the right to change the prescribed course of study as necessary.

**Design and Visualization**

John Eberhart and Hilary Sample, Study Area Coordinators

This study area encompasses required studios, elective advanced studios, and courses that concentrate on design logic and skills and that support design thinking and representation.

For the M.Arch. I program, required courses in this study area include a core sequence of four design studios, the first-year building project, two advanced studios, a course in formal analysis (1018a), and a four-stage sequence of courses that deal specifically with visualization methodologies. The core studio sequence progresses from spatially abstract exercises to more complex programs that require integrative thinking at various scales and situated on sites of increased complexity, while integrating ecological, landscape, and tectonic demands. In all four stages of the visualization sequence, hand, digital, 2D, and 3D methods are explored. The first course (1001c) of this visualization sequence is a summer course required for entering students who have not had significant prior architectural training. The next three courses (1015a, 1016b, and 1017c) – in the fall, spring, and early summer of the first year – are required of all M.Arch. I students.

For the M.Arch. II program, required courses in this study area include a core design studio (1061a), three advanced studios, and a course in computation analysis and fabrication (1062a).

**Required Courses**

1001c, Visualization I: Observation and Representation 0 credits. Required of incoming M.Arch. I students with little or no academic background in architecture, this summer course is an intensive, five-week immersion to give students a shared inventory and basic framework upon which to build their subsequent studies. The language of architectural representation and visualization and its connection to design are explored in both a studio and a lecture/history format. Students are introduced to techniques and conventions – including orthographic drawing, axonometric projection, perspective, architectural diagramming, vignette sketching, and physical modeling – used to describe the space and substance of buildings and urban environments. Students work in free-hand, hard-line, and digital drawing and representation formats. They are also asked to examine precedents in architectural history offering examples of spatial and visual acuity.

George Knight, coordinator; Kyle Dugdale, Joyce Hsiang

1011a, Architectural Design (formerly 501a) 6 credits. (Required in M.Arch. I first year, fall term.) This studio is the first of four core design studios where beginning 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
School of Architecture

not in the issues they provoke. Experiential, social, and material concerns are introduced together with formal and conceptual issues. Ben Pell, coordinator; Sunil Bald, Martin Cox, Joyce Hsiang, Jennifer Leung

1012b, Architectural Design (formerly 502b) 3 credits. (Required in M.Arch. I first year, spring term.) This second core 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: 1011a. Alan Organschi, coordinator; Andrew Benner, Peter de Bretteville, Amy Lelyveld, Joeb Moore

1013b, Building Project (formerly 506b) 3 credits. (Required in M.Arch. I first year, spring 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 26 through June 25. For more information, see the section on the Building Project on the Web: www.architecture.yale.edu. Prerequisite: 1011a. Herbert Newman, Building Project coordinator; Adam Hopfner, director; Paul Brouard and faculty

1015a, Visualization II: Form and Representation (formerly 802a) 3 credits. (Required in M.Arch. I first year, fall term.) This course investigates drawing as a means of architectural communication and as a generative instrument of formal, spatial, and tectonic discovery. Principles of two- and three-dimensional geometry are extensively studied through a series of exercises that employ freehand and constructive techniques. Students work fluidly between manual drawing, computer drawing, and material construction. All exercises are designed to enhance the ability to visualize architectural form and volume three-dimensionally, understand its structural foundations, and provide tools that reinforce and inform the design process. Sunil Bald, Kent Bloomer

1016b, Visualization III: Fabrication and Assembly 3 credits. (Required in M.Arch. I first year, spring term.) This course provides an introduction to the key relationships that exist among methods of drawing, physical materials, technologies of construction, and three-dimensional form making. The material and formal sensibilities developed in 1015a, Visualization II are mined to explore drawing as a tool leading to full-scale fabrication. The generation of form through both manual and digital methods is tested through materials and technologies of fabrication. Additive and subtractive processes, repetition and mass production, and building information modeling (BIM) are introduced as tools for assembly. “Assembly” is framed as both full-scale object and “three-dimensional” analog. Exercises and workshops provide students the opportunity to work
physically with a wide variety of tools and materials as well as digitally with emerging computer driven technologies. In this course conceived as a supplement to 1013b, Building Project, students integrate drawing and model-making to develop and propose a construction that can be experienced at the human scale and be understood as an integrated architectural element. John Eberhart, Ben Pell

1017c, Visualization IV: Processing and Presentation  3 credits. (Required in M.Arch. I first year, early summer.) This course synthesizes “representation” with “presentation” by exploring how dynamic processes—both analytical and communicative—shape the design of architecture. Students engage a wide variety of media, analyzing and representing a space or sequence of spaces through freehand drawing and re-presenting those drawings through digital techniques. Computer animation, parametric drawing, and interactive graphics are used to explore authorship and observation. The course integrates the content of the preceding visualization sequence courses while allowing students to expand their representational repertoires and develop individual expressive approaches. This course is taught from May 10 until June 25. Brennan Buck, John Eberhart, George Knight

1018a, Formal Analysis (formerly 801a)  3 credits. (Required in M.Arch. I first year, fall term; available as an elective for M.Arch.II and M.E.D. students.) 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

1021b, Architectural Design (formerly 503a)  6 credits. (Required in M.Arch. I second year, fall term.) This third core 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: 1011a, 1012b. Mark Foster Gage, coordinator; Peter de Bretteville, Makram el Kadi, Martin Finio, M.J. Long, Joel Sanders, faculty

1022b, Architectural Design (formerly 504b)  6 credits. (Required in M.Arch. I second year, spring term.) This fourth core 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: 1011a, 1012b, 1021a. Edward Mitchell, coordinator; Ljiljana Blagojević, Peggy Deamer, Alexander Felson, Andrea Kahn
School of Architecture

1061a, Post-Professional Design Studio (formerly 509a) 9 credits. (Required in and limited to M.Arch. II first year, fall 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

1062a, Computation Analysis Fabrication (formerly 853a) 3 credits. (Required in, and limited to, M.Arch. II, first year, fall 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

Advanced Design Studios (Fall)
Advanced studios are limited in enrollment. Selection for studios is determined by lottery.

1101a, Advanced Design Studio 9 credits. Program to be announced. Lise Anne Couture, Davenport Visiting Professor

1102a, Advanced Design Studio 9 credits. Program to be announced. Leon Krier, Davenport Visiting Professor

1103a, Advanced Design Studio 9 credits. Program to be announced. Greg Pasquarelli, Bishop Visiting Professor

1104a, Advanced Design Studio 9 credits. Program to be announced. Peter Eisenman, Kahn Visiting Professor

1105a, Advanced Design Studio 9 credits. Program to be announced. Stefan Behnisch, Saarinen Visiting Professor

1106a, Advanced Design Studio 9 credits. Program to be announced. Eric Bunge and Mimi Hoang, Kahn Visiting Assistant Professors

1107a, Advanced Design Studio 9 credits. Program to be announced. Alan Plattus

Advanced Design Studios (Spring)
Advanced studios are limited in enrollment. Selection for studios is determined by lottery.

1111b, Advanced Design Studio 9 credits. Program to be announced. Greg Lynn, Davenport Visiting Professor

1112b, Advanced Design Studio 9 credits. Program to be announced. Sean Griffiths, Charles Holland, and Sam Jacob, Bishop Visiting Professors

1113b, Advanced Design Studio 9 credits. Program to be announced. Patrick Bellew and Andy Bow, Saarinen Visiting Professors
1114b, Advanced Design Studio  9 credits. Program to be announced. Christopher Perry, Kahn Visiting Assistant Professor

1115b, Advanced Design Studio  9 credits. Program to be announced. Deborah Berke; Katherine Farley, Bass Distinguished Visiting Architecture Fellow

1116b, Advanced Design Studio  9 credits. Program to be announced. Mark Foster Gage

1117b, Advanced Design Studio  9 credits. Program to be announced. Hilary Sample

1118b, Advanced Design Studio  9 credits. Program to be announced. Sunil Bald

1199b, 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. Keller Easterling, coordinator

Elective Courses

1211a, Drawing and Architectural Form (formerly 803a)  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. Victor Agran

1212b, Classical Drawing (formerly 811b) 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

1213a, Architecture and Books (formerly 858a) 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

1214a, Architectural Form (formerly 780a) 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

1215b, Inner Worlds: Geometries of the Interior 3 credits. Since the eighteenth century, the architectural interior has been directly associated with subjectivity; an inner world bound up with psychological content—moods, sensations, and affects. After the
exteriorizing treatments of universal space and the banality of Junk Space, architects interested in a post-linguistic set of effects or constrained by tighter economic conditions are reconsidering the potential of interior as a carefully curated alternate universe. Often left underdeveloped or unconsidered by architects, the design of the interior is peripheral to logics of construction, organization, and urbanism. This seminar attempts to establish a set of criteria with which to approach the design of interior spaces, by examining interior effects produced by “exterior” settings and media (photography, painting, film, and design). Speculations on the contemporary interior are developed in the context of material and geometry—by working with specific materials and processes of cutting, carving, and assembly at 1:1 scale. Students exploit the inherent complexity of material fabrication to develop full-scale interior surfaces that produce specific and richly affective interior environments. Limited enrollment. Brennan Buck

1216b, Ornament Theory and Design (formerly 751b) 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

1217a, Architectural Product Design (formerly 674a) 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, aesthetics, manufacturing, and commercial viability are explored. Limited enrollment. John Jacobson, Lindsay Suter

1218b, Furniture Design and Fabrication (formerly 681b) 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: 1015a or permission of instructor. Limited enrollment. Peter de Bretteville

1220a, On the Face of It: Fabrication and Façade 3 credits. This seminar examines the re-emerging concern with architectural representation through the discourse of geometry and computation. The building facade is the site of both performance (structural, environmental, and organizational) and politics (transparency, permeability, and fenestration). It orchestrates the building’s spatial relationships as well as engages with its social context. This seminar proposes that as architects have begun to engage with hands-on information processing, a set of sensibilities have simultaneously emerged that open up alternate modes of faciality. The dense pattern and expressed joints common to
many contemporary building skins perform at multiple scales and orientations beyond front-to-back or top-to-bottom. Geometries of aggregation produce relationships between the part and the whole, the one and the many, the individual and larger social structures. Initially, the contemporary state of the façade is established by examining its historical evolution and associated meanings in relation to theories of perception, facial-ity, and assemblage. Students are asked to delve deeply into the formal potential of the Grasshopper scripting interface (tutorials and consultation throughout the semester are provided—no experience or particular software facility is necessary) and to engage with the theoretical content discussed. Students design façade systems that synthesize surface geometry, panelization, structure, and fenestration. Each student’s project must articulate an agenda about inside and out, material and assembly, affect and representation. Limited enrollment. Brennan Buck

1221b, Making Sense: Space, Technology, and the Body (formerly 783b) 3 credits. Challenging our traditional “oculcentric” 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 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

1222b, Diagrammatic Analysis: Criticality after the Index (formerly 786b) 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 Zaera Polo’s Yokohama Harbor Project. Limited enrollment. Peter Eisenman

[1223b, In Pursuit of Modern Form (formerly 790b) 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
Study Areas and Course Descriptions

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, Filipo 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. Not offered in 2009–2010. Eeva-Liisa Pelkonen

1224a, The Chair 3 credits. The chair has been a crucible for architectural ideas and their design throughout the trajectory of modern architecture. The chair is both a model for understanding architecture and a laboratory for the concise expression of idea, material, fabrication, and form. As individual as their authors, the chair provides a medium that is a controllable minimum structure, ripe for material and conceptual experiments. In this seminar, students develop their design and fabrication skills through exploration of the conceptual, aesthetic, and structural issues involved in the design and construction of a full-scale prototype chair. Limited enrollment. Timothy Newton, Joshua Rowley

1291c, Rome: Continuity and Change (formerly 791c) 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

**1299a 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. Materials fee: $25. Anna Betbeze, Elke Lehman, 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. Materials fee: $25. Anna Betbeze, Marie Lorenz, Sam Messer, Robert J. Reed, Jr., Robert Storr, 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. Clint Jukkala

**Art 120a or b, Introductory Sculpture** Exploration of the range of sculpture. Topics include current genres and issues in contemporary sculpture. Attention to understanding and articulating formal structure, both physical and conceptual. Group discussion complements the studio work. The shops and studio are available during days and evenings throughout the week. Enrollment limited to twelve. Materials fee: $75. Scott Braun and faculty

**Art 130a or b, Painting Basics** An introduction to basic painting issues, including 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. Materials fee: $75. George Rush [F] and Anna Betbeze [Sp]

**Art 132a or b, Introductory Graphic Design** A studio introduction to visual communication with an emphasis on visual organization of design elements as a means to transmit meaning and values. Topics include shape, color, visual hierarchy, word-image relationships, and typography. Development of a verbal and visual vocabulary to discuss and critique the designed world. Materials fee: $150. Julian Bittiner and Henk van Assen
**Art 210b, Sculpture as Object**  Introduction to concepts of design and form in sculpture. 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 be explored on a limited basis. Group discussion complements the studio work. The shops and studio are available during days and evenings throughout the week. Enrollment limited to twelve. Materials fee: $75. Scott Braun

**Art 345a or b, Intermediate Sculpture**  Further investigation into the history of sculpture and questions pertinent to contemporary art. Exploration of new techniques and materials along with refinement of familiar skills. Focus on helping students become self-directed in their work. Individual and group discussion and visits to museums and galleries. Enrollment limited to twelve. Materials fee: $75. Prerequisite: Art 120a or b or equivalent, or permission of instructor. Scott Braun and faculty

**Art 355b, Silkscreen Printing**  This course presents a range of techniques in silkscreen and photo-silkscreen, from handcut stencils to prints using four-color separation. Students create individual projects in a workshop environment. Materials fee: $150. Prerequisite: Art 114a or b or equivalent. Open to graduate students. Marie Lorenz

**Art 356a, Printmaking I**  Instruction in a diverse range of printmaking media. Students develop work in linocut, woodcut, collograph, drypoint, and etching. Methods in both color and black and white printing. Materials fee: $150. Prerequisite: Art 114a or b or equivalent. Marie Lorenz

**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. Not offered in 2009–2010

**Sculpture 448a, Sculpture and Questions of Definition**  A studio seminar that considers the nature of sculpture. The conventional definition of sculpture (being concerned with volume and mass in space) scrutinized in view of artwork that falls out of other categories into “sculpture.” Student work considered in the context of conventional categories of sculpture, painting, graphic design, and photography. Art’s responsiveness to its context and questions of authorship, process, and vulnerability. Jessica Stockholder

**DRAM 102a/b, Scene Design**  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. Open to nondepartmental students. Ming Cho Lee, Michael Yeargan

**F&ES 77001a/ARCG 762a/G&G 562a, Remote Sensing of the Earth from Space**  3 credits. Course topics include the spectrum of electromagnetic radiation, satellite-borne radiometers, data transmission and storage, computer image analysis, and merging satellite imagery with GIS. Applications to weather and climate, oceanography, surficial geology, ecology and epidemiology, forestry, agriculture, and watershed management. Preference
to students in F&ES, Geology and Geophysics, Epidemiology, Anthropology, and Studies in the Environment. Prerequisites: college-level physics or chemistry, two courses in geology and natural science of the environment or equivalents, and computer literacy. Ronald B. Smith, Xuhui Lee, Mark S. Ashton, Karen Seto

**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

**TECHNOLOGY AND PRACTICE**

Michelle Addington and Kyoung Sun Moon, Study Area Coordinators

This study area explores fundamental theories and methods of building technologies and the relationships among these technologies, architectural design, and the larger natural environment. Courses examine materials, construction, structural systems, and the environmental technologies that provide healthy, productive, sustainable, and comfortable environments. This area also covers professional practice and examines the relationship between methods of construction, procurement, and management. 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.

For the M.Arch. I program, requirements in this study area include six courses that survey common technical systems used in buildings and integrate the consideration of these technical systems into architectural design through a series of projects of increasing complexity. In addition, there is a required course on architectural practice.

**Required Courses**

**2011a, Structures I** (formerly 601a) 3 credits. (Required in M.Arch. I first year, fall 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

2012b, Structures II (formerly 602b) 3 credits. (Required in M.Arch. I first year, spring 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: 2011a. Kyoung Sun Moon

2014b, Climate and Site 1.5 credits. (Required in M.Arch. I first-year, spring term.) This course, taught over the first seven weeks of the spring term, is made up of two modules that address external parameters affecting the design of buildings. The first module introduces students to the physical fundamentals of climate and the basic principles of climatic building design. The second module examines the various ways that site affects the approach to building conception and construction. Each module includes exercises that students are expected to conduct in and out of the class time. Michelle Addington, Kathleen John-Alder

2015b, Building Technology 1.5 credits. (Required in M.Arch. I first-year, second half of spring term.) This course, taught over the final five weeks of the spring term following 1014b, addresses materials and methods of building assembly with a focus on the integrated design of various systems of structure and enclosure. Like 1014b, it examines
conditions essential to a building’s logic regardless of program, form, and style. This course includes exercises that students are expected to conduct in and out of the class time. Alan Organschi

2021a, Environmental Design (formerly 633a) 3 credits. (Required in M.Arch I second year, fall 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

2022b, Systems Integration and Development in Design (formerly 648b) 3 credits. (Required in M.Arch. I second year, spring 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, Nikolas Dando-Haenisch, Kenneth Gibble, Erleen Hatfield, Robert Haughney, Kristin Hawkins, John Jacobson, Andrew Marchesin, Kyoung Sun Moon, Craig Razza, Edward Stanley, Barry Svigals, Shanta Tucker, Laura Turlington

2031a, Architectural Practice and Management (formerly 655a) 3 credits. (Required in, and limited to, M.Arch. I third year, spring 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
**Elective Courses**

**2211a, Structures and Façades for Tall Buildings** (formerly 618a) 3 credits. This seminar investigates the dynamic interrelationship between technology and architecture in tall buildings. Among the various technologies involved, emphasis is placed on structural and façade systems, recognizing the significance of these systems, the separation of which in terms of their function led to modern architecture, and allowed the emergence of tall buildings. This seminar reviews contemporary design practice of tall buildings through a series of lectures and case study analyses. While most representative structural and façade systems for tall buildings are studied, particular emphasis is placed on more recent trends such as diagrid structures and double skin facades. Further, this seminar investigates emerging technologies for tall buildings and explores their architectural potentials. Finally, this course culminates in a tall building design project and presentation. Limited enrollment. Kyoung Sun Moon

**2212a, The Liquid Threshold between Order and Chaos** (formerly 625a) 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. Limited enrollment. Not offered in 2009–2010. Neil Thomas, Aran Chadwick

**2213a, Sustainable Design: Larger Issues and Detailed Methods** (formerly 636a) 3 credits. This seminar looks broadly at sustainable architectural and urban design, reviewing the current state of the global environment, the key historical documents of the sustainable revolution, and the guiding principles of sustainable design. Then more narrowly, the seminar examines detailed methods used to support design development of larger-scale built environments, cities, communities, and buildings. Devised to complement 2021a, Environmental Design, this seminar explores scales larger and smaller than the single building by considering guidelines for and case studies of innovative community, urban, and regional-scale strategies of sustainable design. The seminar surveys recent sustainable design assessment methods, design guidelines, and international standards and considers case studies of innovative buildings shaped by these methods. To ground these methods in reality, students apply the principles and methods to a green urban design project. Limited enrollment. Naomi Darling

**2214b, Performance of Architecture: Paradigms of Enclosure and Shade** 3 credits. Design attitudes toward enclosure and its performance, especially methods for making shade, have radically shifted over the last twenty years because of social, cultural, and economic conditions. Sustainability issues have also recast building enclosure strategies. This seminar examines the history of enclosure systems design throughout the twentieth
century and questions new modes of design, production, and performance as they are emerging in twenty-first-century practice. Each week is devoted to examining paradigms of shading, from vernacular forms to brise-soleils. Each week is devoted to a discussion of selected readings and a presentation of projects from Neutra, Wright, Le Corbusier, Drew and Fry, the Smithsons, and Kahn, as well as to contemporaries such as SANNA, Herzog & de Meuron, FOA, UN Studios, R&Sie(n), Ishigami, and Aravena. Students are expected to present two short visual presentations and develop a semester-long project that either assumes the form of an original design project or a dense research presentation. Limited enrollment. Hilary Sample

[2215b, Architecture as Building (formerly 640b) 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. Not offered in 2009–2010. Thomas Beeby]

2216b, Materials and Meaning (formerly 678b) 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. Deborah Berke

2217a, Material Formation in Design (formerly 665a) 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

[2218b, Smart Materials (formerly 684b) 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 2009–2010. Michelle Addington]
2219b, Craft, Materials, and Computer-Aided Artistry (formerly 667b) 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

2220a, Studies in Light and Materials (formerly 693a) 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 LEDs 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
2221b, Ornament and Technology (formerly 688b) 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

2224b, Issues in Contemporary Practice (formerly 657b) 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

[2225a, Opulence and Excess: The Architecture of Techno-Romanticism (formerly 776a) 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 2009–2010. Mark Foster Gage]

2226a, Design Computation 3 credits. There has always been a direct relationship between architects’ tools and the qualities of space those tools produce. Computational machines, once considered just more efficient versions of paper-based media, now have a demonstrated, speculative form-making potential. Design computation encapsulates this potential as a collection of systems that can activate the object of design with behaviors, rules, and self-generating processes. Architecture is still developing critical frameworks to value these processes; but for computation to be most effective in creating new architectures, architects must invent their own systems for design computation rather than relying only on those created by other fields for different priorities. This seminar explores
generative form-making, programming, and computational geometry, enabling students to interrogate the analytical, diagrammatic, and speculative methodologies of design computation with respect to architecture and form. Topics include multi-agent systems, cellular automata, flocking behavior, algorithms, dynamic form, and Lindenmayer systems. This course considers them not as mere programming techniques, but as analytic and exploratory tools for responsible design. The work culminates in an interactive final project that challenges the understanding of computation in architecture. Limited enrollment. William Martin

2277a, Design and Disease: New Typologies (formerly 779a) 3 credits. This seminar focuses on the complex intersection between design and disease. There is a particular kind of reciprocity between public health and public space that shaped the modern and contemporary city. This seminar approaches the history of design, architecture, and technology through a close reading of select models of architecture, propositions for cities, infrastructures, and manifestos. It aims to encourage students to reflect upon innovative building types and unusual design objects, such as hospitals, sanatoriums, rehabilitation centers, research facilities, teen centers, homeless shelters, and health clinics that developed out of the urgency of urban health crises—from disease to war—from the 1850s to the present. Each session is devoted to an in-depth study of an architect and paradigms of the intertwining of health, architecture, technology, social theories, culture, and urbanism. Architects explored include Le Corbusier, Alison and Peter Smithson, Archigram, Louis Kahn, Tecton, Otto Wagner, Alvar Aalto, Buckminster Fuller, Jane Drew, Gustav Peichl, Erich Mendelsohn, and contemporaries such as Rem Koolhaas and Herzog & de Meuron. Students are expected make a short visual presentation and develop an original semester-long project that assumes the form either of a design project or of a research paper. Limited enrollment. Hilary Sample

2299a 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 coordinators, 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 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. Open to nondepartmental students with permission of the instructor. Bronislaw Sammler

DRAM 389a, Properties Design and Construction Through lectures and demonstrations, students study design and fabrication of stage properties. Assignments encourage students to develop craft skills and to explore the application of traditional and new techniques to production practice. Three hours a week. Open to nondepartmental students with permission of the instructor. Hunter Spence
**ECON 737au, 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 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. Plantations as catalysts of forest succession in degraded landscapes. Agroforestry systems as a tool for recovery and conservation of biodiversity in managed landscapes. Biological and economic enrichment of overlogged and secondary forests. Mechanisms of pasture degradation and techniques to aid in pasture sustainability. Reforestation of degraded lands: productivity and preferences by farmers. Reclamation of mine spoils. Restoration of inland and coastal wetlands. Techniques to control invasive species. Reclamation after fire. 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; 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. Policies, investments, and on-the-ground management will be effective if the experts understand the global situation. And 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 is intended to give students (1) 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) an understanding of how to access and utilize information on global resources, (3) 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 80029a, Local Environmental Law and Land Use Practices** 3 credits. This course explores the regulation by local governments of land uses in urban and watershed areas and the effect of development on the natural environment. The course helps students understand, in a practical way, how the environment can be protected through effective regulation at the local level. It introduces students to federal, state, and regional laws and programs that affect watershed protection and to the laws that delegate to local governments primary responsibility for decision making in the land use field. Theories of federalism, regionalism, states’ rights, and localism are studied. The history of the delegation of planning and land use authority to local governments is traced, leading to an examination of local land use practices particularly as they relate to controlling development in and around watershed areas. Course participants engage in empirical research working to identify, catalogue, and evaluate innovative local laws that successfully protect environmental functions and natural resources, and the manner in which towns, particularly on the coast, incorporate climate change into their planning and
regulations. Nearby watersheds are used as a context for the students’ understanding of the strengths and weaknesses of local planning and regulation. Attention is paid, in detail, to how the development of the land adversely affects natural resources and how these impacts can be mitigated through local environmental regulations. The course includes examination of the state and local response to climate change, sea level rise, growth management, alternatives to Euclidean zoning, low-impact development, brownfields, and other innovative land use strategies. Marjorie Shansky

F&ES 90025b/SOCY 535b, Consumption and Sustainability 3 credits. This course addresses the role of consumption in achieving sustainability, considering challenges such as the scale of consumption in the global north, the adoption of high-impact life styles in the global south, and the role of particular high-impact goods and services. The subtext of much of the discussion to date has been about how difficult it is to affect the trajectory and composition of consumption. However, a look at the historical path of consumer cultures reveals that they are dynamic, multifaceted, and complex entities, with numerous possibilities for transformation. The course begins with the socio-cultural approach to consumer culture, and particularly the work of Pierre Bourdieu. We also consider the consumption and identity, the global expansion of consumer culture, and the literature on habit and routine. In the second section of the course we look at the ecologically significant cases of food, energy, and life style, and consider developments such as the slow food movement, personal carbon trading allowances, downshifting, and cultural conflicts about energy use and vehicles (hybrids vs. Hummers). The final section is on the politics of sustainable consumption, and the movement for ethical, or ecologically responsible, consumption. The course develops basic fluency in the rapidly growing field of sustainable consumption, with an emphasis on the major paradigms. Juliet Schor

F&ES 90108b, Advanced Industrial Ecology Seminar 3 credits. This research seminar pursues state-of-the-art investigation of inter-firm resource sharing in developing countries. Prerequisites are two completed industrial environmental management courses and/or special permission from the instructor. Marian Chertow

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

HISTORY AND THEORY

Kurt W. Foster and Emmanuel Petit, Study Area Coordinators

This study area explores the relationship between design, history, and theory through 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.

For entering M.Arch. I students who have not had significant prior architectural training, the pre-first-year visualization course (1001c) includes a broad survey of western architectural history. For all M.Arch. I students, there is a first-year required survey course of nineteenth- and twentieth-century architectural history (3011a) followed in the second year by two required courses on architectural theory (3021a and 3022b). In addition, M.Arch. I students must satisfactorily complete two of the elective courses from this study area. One of the electives should be in a non-Western subject. Note that the elective courses 4211b, 4212b, 4213b, 4214b, and 4217b from the Urbanism and Landscape study area will satisfy one of the History and Theory elective requirements, although they cannot be used to satisfy both the History and Theory and the Urbanism and Landscape elective requirements. Courses offered outside of the School not listed below may fulfill this elective requirement provided permission from the study area coordinators has been granted.

For the M.Arch. II program, there is a second-year required course dealing with issues of architecture and urbanism (3071a).

**Required Courses**

3011a, Modern Architecture (formerly 701a) 3 credits. (Required in M.Arch. I first year, fall term; available as an elective for M.Arch.II and M.E.D. students.) 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

3021a, Architectural Theory I: 1750–1968 (formerly 704a) 3 credits. (Required in M.Arch. I second year, fall term; available as an elective for M.Arch.II and M.E.D. students.) History of Western architectural theory, 1750–1968, 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 discussions of theories of origin and character, the picturesque, debates regarding style, historicism, and eclecticism, Gothic Revival, questions of ornament, architectural modernism, functionalism, and critiques of modernism. Emmanuel Petit

3022b, Architectural Theory II: 1968–Present (formerly 703b) 3 credits. (Required in M.Arch. I second year, spring term; and in M.Arch. II and M.E.D. first year, spring term.) This course is a survey of theoretical and critical literature on contemporary architecture. It explores the texts of post-war formalism, Marxism, and post-structuralism as well as current debates in globalization, post-humanism, and environmentalism in the architectural discipline from 1968 to the present. Ariane Lourie Harrison
3071a, Issues in Architecture and Urbanism (formerly 717a) 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

3091a, Methods and Research Colloquium (formerly 714a) 3 credits. (Required in M.E.D. first year, fall term; available as an elective for M.Arch.I and M.Arch.II students.) 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. Karla Britton

3092a or b, Independent M.E.D. Research 3–6 credits first year, fall term; variable credits remaining terms, determined in consultation with the director of M.E.D. Studies. (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

Elective Courses

3212a, Modern Japanese Architecture (formerly 747a) 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

3213b, Architecture and Capitalism 3 credits. This seminar examines the relationship between capitalism and architecture from both a theoretical perspective—Marxism’s/neo-Marxism's critique of culture, art, and architecture—and from an architectural perspective—architecture’s participation in, resistance to, and speculation about capitalism. The course examines six different periods of architectural history—pre-modern, early modern, high-modern, late-modern, post-modern, and contemporary—from what theorists in each period had to say about cultural/architectural production and from what architects in each period had to say about their role in capitalism. The theorists
examined include Ruskin, thinkers of the Frankfurt School, Tafuri, Baudrillard, Slavoj Zizek, Naomi Klein while the architects include Morris, Mies, Hilberseimer, Coop Himmelblau, Peter Eisenman, Rem Koolhaas. Each week an initial 45-minute lecture by the professor is followed by in-class presentations and discussion by the students. A 15–20 page paper is required at the end of the term. Limited enrollment. Peggy Deamer

3214b, The Construction of Exactitude: Classicism and Modernism  (formerly 757a)  
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 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

3215b, Gross Domestic Product: A Research Seminar on the House  (formerly 748b)  
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 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 2009–2010. Keith Krumwiede]

3216b, Case Studies in Modern Architectural Criticism (formerly 749b) 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

3217a, Writing on Architecture (formerly 768a) 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

3218a, Sustainability for Posthumans: Architectural Theories of the Environment 3 credits. This seminar explores posthumanist alternatives to the conceptual constraints and aesthetic limitations imposed by static interpretations of sustainability. The discourse of posthumanism—engaging networks, prostheses, envelopes—is not a claim for the new, but rather for alternative conceptions of the interaction between body, building, and environment. How does this framework offer a critique of sustainability’s anthropocentric biases as well as a means to render sustainability’s arguments more adaptive and robust? Limited enrollment. Ariane Lourie Harrison

3219b, Architectural Multiplications (formerly 750b) 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. Emmanuel Petit

**3220b, Contemporary Architectural Discourse Colloquium** (formerly 752b)  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. This year’s colloquium examines the shifting definitions of locality caused by new technologies and practices. Specific and precise on one hand and dynamic and elusive on the other hand, these new territorial strategies are used to revisit concepts that have defined thinking about architecture’s relationship to a particular locale, such as “place,” critical regionalism, internationalism, and globalism. Conceived as a collaborative workshop, this colloquium aims to interpret the emerging geopolitical and spatial terrains that inform architecture. Students with interests from other fields are strongly encouraged to enroll. Limited enrollment. Peggy Deamer

[**3221b, Performance Criticism: Reyner Banham** (formerly 753b)  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. Not offered in 2009–2010. Keith Krumwiede]

**3222a, Venice: Urban and Architectural Histories of a Maritime Republic**  3 credits. This seminar explores Venice, a place where the multiple histories of politics, commerce, religion, art, and science intersect, all of which are sedimented in the reciprocal relation of architecture and urban form. The course traces the genesis and the development of the city from late antiquity to the present; investigates how political myth and urban reality are mutually implicated in the Piazza S. Marco, the Rialto and the Grand Canal; and examines the various formal, structural, and functional strategies that architects as diverse as Codussi, Sansovino, Palladio, Scamozzi, Longhena, Frank Lloyd Wright, Le Corbusier, and Carlo Scarpa employed to express this interdependence. Presupposing a long history of morphological development punctuated by specific architectural interventions, this seminar envisions Venice as a city suspended between land and sea, aristocracy and republic, the periphery of the Italian mainland and the center of a vast trading Empire, highlighting the multiple constraints that led to immemorial qualities of invention and collective memory. Limited enrollment. Daniel Sherer.

**3223a, Parallel Moderns: Toward a New Synthesis?**  3 credits. This seminar puts forward the argument that what many have accepted as the mutually exclusive discourses of tradition and innovation in the modern architecture of the first half of the twentieth century—respectively identified as the “New Tradition” and the “New Pioneers”
by Henry-Russell Hitchcock in his *Modern Architecture: Romanticism and Re-integration* (1929)—in fact share common genealogy and are integral to its history. The seminar explores in depth key architects working in the “New Tradition” and goes on to explore its impact for postmodernism in the 1970s and 1980s. The possible emergence of a new synthesis of seeming opposites in the present is also considered. Limited enrollment. Robert A.M. Stern

**3224b, Architecture: Fragment and the Absolute** (formerly 759b) 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.” Limited enrollment. Emmanuel Petit

**3225b, Religion and Modern Architecture** (formerly 769b) 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 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 in 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

**3226b, Lateral Strategies: Architecture and Activism** (formerly 773b) 3 credits. This seminar researches architecture and activism. Some of the most radical changes to the globalizing world are written not in the language of law and diplomacy but rather in the language of architecture and urbanism. The notion that there is a proper forthright realm of political negotiation usually acts as the perfect camouflage for consequential activity that resides in the unofficial currents of cultural and market persuasion. This seminar tutors spatial entrepreneurialism, impure ethical struggles, and a new species of spatio-political activism. In sequential weeks, the seminar considers these in relation to a topic and two thinkers. Activism and: piracy (Sloterdijk, De Certeau), comedy (Critchley, Goffman), entrepreneurialism (Banham, Price), law (Agamben, Balibar), organization
(Meyer, Castells), aesthetics (Ranciere, Bourriaud), polity (Mattelart, Latour), sovereignty (Habermas, Retort), violence (Virilio, Guattari), ethics (Badiou, Levinas). Limited enrollment. Keller Easterling

3227a, Tropical Architecture 3 credits. This seminar course focuses on the historical and contemporary factors which have shaped and could possibly shape architectural form in the tropical and subtropical zones around the globe. The goal of this course is to broaden research regarding contemporary architecture’s potential in the neglected regions located between the Tropic of Cancer (northern equatorial zone) and Tropic of Capricorn (southern equatorial zone). The critical topics include the issue of indigenous, vernacular, and colonial regional form; translation of international modernism; climate-based issues and design parameters; contemporary social and cultural issues; and potential of sustainability and contemporary discourse. Students prepare presentations on the geographical regions and are required to produce a critical research document of a contemporary building type that incorporates sustainable strategies and innovative design unique to these diverse cultural and climate locales. Limited enrollment. Dean Sakamoto

3228b, The Autobiographical House (formerly 782a) 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
School of Architecture

3229b, Architecture, Post-9/11 (formerly 788b)  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. Not offered in 2009–2010. Peggy Deamer

3231b, Art in Architecture: 1945–1965  3 credits. Architecture, sculpture, and painting have arguably never been so mixed up as in the recent past. While the magnetic field that links architecture to the visual arts has become a prime condition of formgiving, the status of modern art in the public realm is severely challenged. Certain CIAM debates that took place between 1947 and 1956 offer surprising insights into some roots of this condition. This seminar focuses on architectural theory and practice in the Cold War era. Key works by architects like Le Corbusier, A. van Eyck, A. and P. Smithson, BBPR, M. Bill, and others are examined in the light of the ideas on the “Synthesis of the Arts” proposed in the 1950s. Alternating with a series of introductory classes, key texts on the dialogue of the arts by authors like Hitchcock, Giedion, Krauss, Foster, and others are discussed. In the second half of the term each student presents a written case study relating to a relevant project by any of the listed architects as well as by more recent ones like F. Gehry, Herzog & de Meuron, P. Zumthor, or others. Limited enrollment. Stanislaus von Moos

3233b, Venturi Scott Brown and Associates in Context  3 credits. This seminar examines a choice of projects and buildings by Venturi Scott Brown and Associates in the light of such issues as mannerism, historicism (and neo-historicism), Modernism in architecture, as well as contemporary strategies of urban design. The course runs parallel to the exhibition “What We Learned: The Yale Las Vegas Studio and the Work of Venturi Scott Brown and Associates” that takes place in the School’s Architecture Gallery between November 2009 and February 2010 and a symposium on Las Vegas in January 2010. Students are expected to present their own analysis of a chosen built or unbuilt Venturi Scott Brown and Associates project against the background of relevant issues in architectural and/or urban theory, social sciences, or contemporary art and to consider these architects’ own theoretical writings. Non-written forms of presentation (tapes, etc.) are also encouraged. Limited enrollment. Stanislaus von Moos

3235b, Architecture and Mobility  3 credits. This seminar introduces students to contemporary forms of theory and design as it relates to the influence of science and technology on issues of mobility and temporality in architecture. The seminar traces this influence
from early modernism through the period of the 1950s and 1960s, with an examination of design and criticism from the period including Reyner Banham, John Summerson, John McHale, Cedric Price, Alison and Peter Smithson, Buckminster Fuller, and Archigram. 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. Christopher Perry

3236b, Modernism in Yugoslavia, 1918–1991: Architecture, Politics, and Everyday 3 credits. This seminar investigates how the discourses of modern architecture and urbanism are challenged, selectively appropriated, and transformed without the mainstream production of the developed Western world. Focusing the inquiry on modernism in Yugoslavia, the seminar considers it in a broader international and comparative context of politics, art, and architecture of the twentieth century. The seminar looks at the works of art and architecture, and at the specific ways in which the actors of avant-garde and modern movement, as well as of the post-WW2 modernism, critically positioned their discourses, disseminated ideas, and effected the profound changes of the everyday life through different practices. The students are asked to critically engage in the issues of politics and space, and to explore the relation of planning and architecture, as well as of art and culture in general, to historical and political processes. The exploration of the everyday is used as a critical tool for investigating broader socio-political issues. Readings consist of a variety of materials including books on the subject, periodicals and magazines, studies of socio-political context, films and catalogues, and theoretical texts. Students are asked to engage in comparative critical studies of specific architectural ideas, which they present in class. Aside from reading, participating in discussions, and in-class presentations, students are asked to submit written responses on the subject during the course of the semester. Limited enrollment. Ljiljana Blagojević

3299a 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 will fulfill the History and Theory elective requirement and may be taken with the permission of the instructor.

**HSAR 238a/ARCG 238a/NELC 107a, Buried Cities: Thera, Pompeii, and Herculaneum** Study of three ancient cities buried by volcanic eruptions—Thera in ca. 1530 B.C. and Pompeii and Herculaneum in A.D. 79— with emphasis on their architecture, wall paintings, and small finds in cultural and historical context. Karen Foster

**HSAR 252a/ARCG 252a/CLCV 175a, 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 385b/SAST 258b, Temple Towns of South Asia  Survey of the history, forms, symbolisms, and meanings of South Asian temple architecture. Focus on Hindu structures, with some examination of Buddhist and Jain buildings. Tamara Sears

HSAR 420a/HUMS 417a, Monuments of Naples: City and Self  Study of architectural and sculptural monuments erected in Naples and Campania during the Middle Ages and the Renaissance. The effects of changes in both rulers and cultural traditions over time. The structure of monuments; interactions with other monuments and the built environment; issues of patronage; the construction of personal and social identity. Mia Genoni

HSAR 570a/ARCG 749a/CLSS 846a, Becoming Hadrian: Autobiography and Art in the Second Century A.D.  Marguerite Yourcenar’s famed fictional Memoirs of Hadrian serves as the starting point for an exploration of Hadrian and the art he commissioned in Rome and abroad. Hadrian’s passion for life, quest after peace, romantic wanderlust, veneration of Greek culture, and craving for love, along with his acceptance of death’s inexorableness, led him to commission some of Rome’s greatest monuments. The emperor’s flair for leadership and talent as an amateur architect inform student projects on the sculpture, mosaics, and buildings of the age, among them the portraiture of Hadrian’s lover Antinous, the Pantheon, and Hadrian’s Wall in Britain. Special attention is paid to Hadrian’s Villa at Tivoli, an empire unto itself where Hadrian’s autobiography was fully realized. Qualified undergraduates who have taken Roman Art: Empire, Identity, and Society and/or Roman Architecture may be admitted with permission of the instructor. Diana Kleiner

HSAR 579a, Modernism and the Middle East  This course studies the concepts that inform the making and reception of modern architecture in the Middle East. In the Islamic world, new fundamentalisms and shifting religious trends have created an environment in which each country must renegotiate its past and reconsider its collective future. Whether by suppressing their Islamic roots, as in the case of republican Turkey, or through reinventing them, as in the case of post-Revolution Iran, such countries must constantly transform their national image. It is through public works, such as architecture and planning, that they convey their political and religious ideology. This course examines the debates and theories of modern architectural production that have informed the discourse on Islamic architecture by situating cases of colonial and nationalist architecture in the context of their particular social and religious history. Kishwar Rizvi

HSAR 744a, Aztec Art and Architecture  An examination of works of art and architecture created in central Mexico in the fifteenth and sixteenth centuries by the people history has dubbed the Aztecs, but who called themselves the Culhua-Mexica. Particular attention is paid to the capital city of Tenochtitlan, one of the largest cities in the world in the sixteenth century, where ecological and political imperatives gave shape to the urban form, architecture, and programs of public monuments. The course emphasizes the use of primary sources (ethnohistorical accounts, archaeological data, and literature) in interpreting works of Aztec art as well as the methodological challenges that writing Aztec art history poses to the discipline. Barbara Mundy

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 Djenne, 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

**HSAR 795a, Architecture and Ritual in Southern Asia** This seminar explores various cross-cultural and interdisciplinary approaches for understanding both how ritual engages the built environment, and how sacred spaces actively shape devotional and haptic experience. Among the issues we consider are the relationships between visuality and spatiality, oral performance and architectural imagery, and the interface between past and present histories. Although primarily focused on the Indian subcontinent, the seminar is methodologically and theoretically driven. It incorporates weekly readings drawn both from other world areas (i.e., East Asia, the Americas, Europe, and Africa) and from other academic disciplines (i.e., performance studies, religious studies, anthropology, and social archaeology) in order to assess the utility of different approaches to sacred architecture. Students are encouraged to incorporate methods and frameworks developed in the seminar into a final research paper on a topic of their choice. Tamara Sears
HSAR 808a, The Phoenix Hall of Byodoin  A graduate-level seminar that critically examines the Amida Hall, or Phoenix Hall, built in 1053 on the grounds of the villa of Fujiwara Yorimichi. The building is one of the most celebrated cultural productions of Japan, and much has been written about it. And yet the circumstances of its design, and the anomalous nature of its format and iconography, raise many important questions about its construction and reception. I have published extensively (and occasionally controversially) about the Phoenix Hall; there is also a massive amount of material on the building in English, Japanese, and Chinese secondary sources. Mimi Yiengpruksawan

URBANISM AND LANDSCAPE

Alan Plattus and Elihu Rubin, Study Area Coordinators

In this study area, a broad range of courses explore the aesthetic, economic, social, and political influences on the spatial form of urban places and the urban, suburban, and rural landscapes that form our design ecology.

For the M.Arch. I program, required courses in this study area include an introduction to urban design (4011b), an introduction to planning and development (4021a), and the satisfactory completion of one of the elective seminar courses from this study area. Courses offered outside the School not listed below may fulfill this elective requirement provided permission from the study area coordinators has been granted.

Required Courses

4011b, Introduction to Urban Design (formerly 902b)  3 credits. (Required in M.Arch. I first year, spring 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. Elihu Rubin, Andrei Harwell

4021a, Introduction to Planning and Development (formerly 903a)  3 credits. (Required in M.Arch. I second year, fall 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

Elective Courses

4211b, Intermediate Planning and Development (formerly 905b)  3 credits. This seminar examines the interaction of building design with local market conditions, financing
alternatives, and political context. During the first part of the term, students learn how to analyze a specific neighborhood (in New York City) by using fundamental planning techniques and examining national trends within that neighborhood. Topics include housing, retail, and office development; zoning; historic preservation; transportation; business improvement districts; and building re-use and rehabilitation. In the second part of the term students prepare recommendations for the neighborhood that will meet the conflicting interests of financial institutions, real estate developers, civic organizations, community groups, public officials, and a wide variety of participants in the planning and development process. The end product is a printed book presenting the results of their work. Prerequisite: 4021a, STCY 176b, or equivalent course work. Limited enrollment. Alexander Garvin

4212a, American Cultural Landscapes: An Introduction to the History of the Built Environment (formerly 912a) 3 credits. The cultural landscape in the United States puzzles observers who try to decode unwise decisions about land use and energy, haphazard planning for transportation and infrastructure, and vigorous promotion of various vernacular building types. Politics, real estate speculation, and popular culture are part of the mix. After a brief review of Native American and colonial settlements, this lecture course surveys the growth of towns and cities between 1800 and 1920, then examines the shift between 1920 and the present, when residential and commercial activities move away from city centers into diffuse, automobile-dependent metropolitan regions. Students complete one brief writing assignment and one fifteen-page paper. Dolores Hayden

4213a, Gender, Territory, and Space (formerly 922a) 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 2009–2010. Dolores Hayden

4214b, Built Environments and the Politics of Place (formerly 914b) 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 and sources for writing the history of the built environment, including Sanborn maps, aerial and ground photographs, planning documents, oral histories, landscape analysis, and GIS. 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 present papers. Sections from longer theses or dissertations in progress are welcome. Dolores Hayden

4216a, Globalization Space: International Infrastructure and Extrastatecraft (formerly 926a) 3 credits. This lecture course researches global infrastructures as a medium of transnational polity. Lectures visit the networks of trade, communication, tourism, labor,
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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

4217b, Suburbs and the Culture of Sprawl (formerly 925b) 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 present papers. Limited enrollment. Dolores Hayden

[4219b, Urban Research and Representation (formerly 941b) 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. Not offered in 2009–2010. Elihu Rubin]

[4220b, Transition Impact: Post-Socialist City in the Transnational World (formerly 955b) 3 credits. This research seminar delves into the profound changes of architecture and urbanism of the postsocialist 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 sociopolitical 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 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. Not offered in 2009–2010. Ljiljana Blagojević]

4221b, Commercial Real Estate Principles and Practice (formerly 937b) 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, multifamily, and hotel) from the standpoint 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

4222a, History of Landscape Architecture: Antiquity to 1700 in Western Europe (formerly 765a) 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
4223b, History of British Landscape Architecture: 1600 to 1900 (formerly 766b) 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

4224b, Site + Building (formerly 695b) 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

4225a, Learning From Landscape 3 credits. This research seminar investigates key operative strategies in urban landscape design using projects in New York City as textbook examples. Research focuses on the relationship among urban context, open space design, and social interaction, paying particular attention to the way specific landscape typologies address social and spatial competition in the urban environment. Each class begins with a short introductory lecture by the instructor, which is followed by student analysis, as well as diagrams, plans, and sections of existing site conditions. Key to this approach is an understanding of the relationship among materials, form, space, scale, temporality, and the social activation of the site via circulation and programming. The students collectively assemble the analyses into a graphic document and an electronic presentation on the School's Web site. A field trip to New York City to study the landscape design of Central Park is an integral aspect of the seminar. Limited enrollment. Kathleen John-Alder

4226b, Ecological Urbanism: New Approaches to Urban Ecology and City Planning 3 credits. Students from both the School of Architecture and the School of Forestry & Environmental Studies collaboratively explore and define ecologically based urban design. The course consists of three phases: an overview, a research and analysis phase, and a production phase. During the first phase, students review existing urban ecological data and current methods for analyzing urban ecosystems at multiple scales. Students also study precedents for ecological urbanism, such as manufactured nature, green infrastructure, and landscape urbanism as well as broader ecological concepts applied to
coupled human-natural systems. During the second phase, interdisciplinary teams select urbanization processes as case studies and work together focusing on history, invention, ad hoc growth, planning, and design. Students identify existing urban data on their case studies and seek innovative strategies to generate further data. Teams work to define their case studies in terms of urban ecology. During the final phase, students build on their site analysis exercises to generate urban design proposals. Proposals are to be ecologically driven and to explore options for the kinds of urban forms or aesthetics that result from integrating ecological data and analysis with city planning and design. Limited enrollment. Alexander Felson

4299a 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 coordinators.)

The following courses offered elsewhere in the University will fulfill the Urbanism and Landscape elective requirement and may be taken for credit with the permission of the instructor.

F&ES 32007b, Ecosystem Pattern and Process 3 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 functioning 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. Peter Raymond, Mark Bradford

F&ES 80018b, Environment and Development: An Economic Approach 3 credits. This class examines the relationships between environment and development from the perspective of economics. We use economic tools and concepts to answer a set of questions about these relationships. In what ways can economic growth lead to improvements in environmental quality? In what ways is growth likely to generate environmental damage? How do policies alter the balance between human prosperity and environmental health? Can they lead to simultaneous improvements in both? To what extent are bad environmental outcomes the result of economic growth itself, and to what extent do they stem from market failures or institutional failures? This is an advanced economics class. Students are expected to have taken an economics class at F&ES already and to be familiar with basic economic tools. Douglas Gollin

F&ES 80019a/MGT 618a, Entrepreneurial Business Planning 3 credits. Entrepreneurship is all about starting and running one’s own business. In order to focus thinking and to help assemble the needed people and financial resources, most entrepreneurs write a business plan for their new venture. One of the best ways to learn how to write a business...
plan is to learn by doing—a real plan for a real new venture. The work is hands-on, learn-by-doing in nature. Entrepreneurs should be flexible thinkers and highly motivated, with a large capacity for work. They must be persistent and able to thrive in an unstructured environment. Entrepreneurs should be confident self-starters with the ability to take the initiative, overcome obstacles, make things happen, and get things done. This course is for six teams of five students each, who write a business plan for their own real new startup company. Students enter their plans in the Y50K Business Plan Contest sponsored by the Yale Entrepreneurial Society. The scope of the work includes doing in-depth market, product, and competitor research; creating a strategy for a sustainable business; and writing and presenting a professional-quality plan (including a financial model and deal structure). Enrollment limited to thirty, by permission of the instructors. There is an information session in September explaining how to apply for this course; date TBA. David Cromwell, Maureen Burke

**F&ES 80029a, Local Environmental Law and Land Use Practices** 3 credits. This course explores the regulation by local governments of land uses in urban and watershed areas and the effect of development on the natural environment. The course helps students understand, in a practical way, how the environment can be protected through effective regulation at the local level. It introduces students to federal, state, and regional laws and programs that affect watershed protection and to the laws that delegate to local governments primary responsibility for decision making in the land use field. Theories of federalism, regionalism, states’ rights, and localism are studied. The history of the delegation of planning and land use authority to local governments is traced, leading to an examination of local land use practices particularly as they relate to controlling development in and around watershed areas. Course participants engage in empirical research working to identify, catalogue, and evaluate innovative local laws that successfully protect environmental functions and natural resources, and the manner in which towns, particularly on the coast, incorporate climate change into their planning and regulations. Nearby watersheds are used as a context for the students’ understanding of the strengths and weaknesses of local planning and regulation. Attention is paid, in detail, to how the development of the land adversely affects natural resources and how these impacts can be mitigated through local environmental regulations. The course includes examination of the state and local response to climate change, sea level rise, growth management, alternatives to Euclidean zoning, low-impact development, brownfields, and other innovative land use strategies. Marjorie Shansky

**F&ES 80031b, Transportation, Energy, and the 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

F&ES 80046a,b, Business and the Environment Consulting Clinic 3 credits. In this class, students work as a team on a specific project for an external organization. It provides students with an opportunity to apply their knowledge of business and environmental issues to real-life situations. It also provides a unique opportunity for students to manage a real-life consulting client engagement. Examples of projects include (1) developing a corporate sustainability scorecard for an organization’s suppliers, (2) researching the market opportunity for a new environmentally friendly product or service, (3) recommending operational improvements around energy usage, waste disposal, etc. The intent is to provide a “capstone” experience, calling for the application of skills and tools learned from previous classes. Class times alternate between team meetings and lectures. Lectures address topics such as project management, environmental science and technology issues, business evaluation and financial valuation, and influencing environmental policy and include guest speakers from organizations tackling environmental issues. The clinic is open to both F&ES and SOM students. Prerequisites for F&ES students applying to the clinic are at least one of the following courses (or equivalent experience): F&ES 50021a, Financial Analysis for Land Management; F&ES 80019a,
Entrepreneurial Business Planning; F&ES 85030a, Private Investment and the Environment; F&ES 96006a, Greening the Industrial Facility; F&ES 96112a, Corporate Environmental Management and Strategy; or F&ES 94110a, Public and Private Management of the Environment. SOM students need to have completed their first term at the School.

Maureen Burke, Bradford Gentry

[F&ES 80103b, Valuing the Environment 3 credits. This quantitative course demonstrates alternative methods used to value environmental services. The course covers valuing pollution, ecosystems, and other natural resources. The focus of the course is on determining the “shadow price” of nonmarket resources that have no prices but yet are considered valuable by society. Taught every other year. Three hours lecture. Not offered in 2009–2010. Robert Mendelsohn]

F&ES 80116b, Emerging Markets for Ecosystem Services 3 credits. The modern economy consumes many ecosystem services without paying for their production: forested areas protect water resources; plants sequester carbon; intact ecosystems protect biodiversity and its associated services (potential pharmaceuticals, existence value, etc.). In response, a growing number of experiments are under way to make consumers of ecosystem services pay the producers of the services, thus creating market incentives to sustain intact, biologically diverse areas. However, these experiments are in their infancy and raise a host of ethical, scientific, commercial, and policy questions. The purposes of this seminar are (1) to understand these opportunities and their limits, by examining current scientific, commercial, and policy knowledge relevant to building markets for ecosystem services and (2) to apply the lessons learned to actual properties or questions by analyzing the scientific, business, and policy aspects of these issues. Prerequisites: course work or experience in at least one of the following: silviculture, business analysis/planning, or policy/law. Enrollment is limited. Bradford S. Gentry, Mark Ashton, and guest lecturers

F&ES 80157b/ANTH 598b, Social Science of Development and Conservation: Advanced Readings 3 credits. An advanced seminar on the social science theory of sustainable development and conservation, intended for students interested in research design and policy planning in this field. It traces the conceptual history of the ideas of progress and development from the colonial period through the present and examines how these ideas are used by the parties who fund, design, and manage development projects. Topics discussed vary from year to year in response to current debates and events, but in the past have included the idea of poverty, the politics of mapping, microcredit and the entrepreneurial subject, image-making in development and conservation, changing ideas of nature, and governmentality in development and conservation. Students are expected to use the course to develop, and present in class, their own research and writing. Prerequisite: F&ES 83050a or F&ES 83056a. Three hours lecture/seminar. Enrollment limited to twelve. Carol Carpenter

F&ES 83050a/ANTH 581a, Society and Environment: Introduction to Theory and Method 3 credits. This is an introductory, graduate core course on the scope of social scientific contributions to environmental and natural resource issues. It is designed to be the first course for students who will be specializing in social science approaches as well
as the last/only course for students who take only one course in this area. The approach taken in the course is inductive, problem-oriented, and case study-based. Section I presents an overview of the field and course. Section II deals with the way that environmental problems are initially framed. Case studies focus on placing problems in their wider political context, new approaches to uncertainty and failure, and the importance of how the analytical boundaries to resource systems are drawn. Section III focuses on questions of method, including the dynamics of working within development projects, and the art of rapid appraisal and short-term consultancies. Section IV is concerned with local peoples and the environment, with case studies addressing the myth of slash-and-burn cultivation, livestock and development discourse, and indigenous knowledge and its transformation. Section V presents lessons learned. No prerequisites. The course is a prerequisite for advanced seminars in social ecology in F&ES. Three-hour lecture/seminar. Enrollment limited to thirty. Michael R. Dove

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 84001a, Economics of Pollution 3 credits. This course is designed to teach students how to manage pollution. It explains why market economies fail to manage pollution efficiently and how to design efficient regulations. The first part of the course reviews the economic theory of pollution control. The second part reviews integrated assessment and demonstrates how economics and natural sciences need to be interwoven to obtain empirical estimates of the costs and damages of pollution. The final part of the course, led by students, reviews existing legislation and discusses whether existing laws are efficient and how they could be amended. Robert Mendelsohn

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—such as air pollution, greenhouse gas emissions, and 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, particularly in regard to bus rapid transit systems (BRTs) (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 pricing, and development of low-carbon fuel infrastructure and advanced vehicle technologies. Active student participation is required, including individual class presentations and a final group project. Ellen Brennan-Galvin

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. Active student participation is required, including individual class presentations and a final group project. Ellen Brennan-Galvin

F&ES 90025b/SOCY 535b, Consumption and Sustainability  3 credits. This course addresses the role of consumption in achieving sustainability, considering challenges such as the scale of consumption in the global north, the adoption of high-impact life styles in the global south, and the role of particular high-impact goods and services. The subtext of much of the discussion to date has been about how difficult it is to affect the trajectory and composition of consumption. However, a look at the historical path of consumer cultures reveals that they are dynamic, multifaceted, and complex entities, with numerous possibilities for transformation. The course begins with the socio-cultural approach to consumer culture, and particularly the work of Pierre Bourdieu. We also consider the consumption and identity, the global expansion of consumer culture, and the literature on habit and routine. In the second section of the course we look at the ecologically significant cases of food, energy, and life style, and consider developments such as the slow food movement, personal carbon trading allowances, downshifting, and cultural conflicts about energy use and vehicles (hybrids vs. Hummers). The final section is on the politics of sustainable consumption, and the movement for ethical, or ecologically responsible, consumption. The course develops basic fluency in the rapidly growing field of sustainable consumption, with an emphasis on the major paradigms. Juliet Schor
F&ES 90116b, Caribbean Coastal Development: Cesium and CZM  3 credits. A field-intensive seminar exploring human-ecosystem interactions at the land-sea interface in the Caribbean, with St. Thomas, Virgin Islands, as the study site. Many tropical islands are undergoing rapid, uncontrolled development, placing severe local stress on several unique and vulnerable ecosystem types. In addition, human-induced environmental changes on scales up to global also impose stresses. This course examines the normal functioning of these ecosystems, scientific methods to evaluate and characterize ecosystem condition and processes, how human activities interfere with natural cycles in biophysical systems, and what management and policy tools can be applied to reduce impacts. An organizing framework for the course is the close coupling of coastal watersheds and adjacent marine ecosystems, especially coral reefs. A major part of the course is a one-week field trip to St. Thomas in the U.S. Virgin Islands during spring break. We also meet twice each week before the break to discuss readings and arrange logistics. Student presentations and projects. Class enrollment is limited to eight, and priority is given to second-year F&ES students, with others admitted as space permits. Students are selected in December of the preceding term. Gaboury Benoit

F&ES 90122b, Ecological Urbanism  3 credits. This course lays the groundwork for students from the School of Architecture and F&ES to collaboratively explore and define ecologically based urban design. The course consists of three phases—an overview, a research and analysis phase, and a production phase. During phase one, students review existing urban ecological data and current methods for analyzing urban ecosystems on multiple scales. Students also study precedents for ecological urbanism such as manufactured nature, green infrastructure, and landscape urbanism as well as broader ecological concepts applied to coupled human-natural systems. During phase two, interdisciplinary teams select urbanization processes as case studies and work together focusing on history, invention, ad hoc growth, planning, and design. Students identify existing urban data on their case studies and seek innovative strategies to generate further data. Teams work to define their case studies in terms of urban ecology. During the final segment, students build on their site analysis exercises to generate urban design proposals. Proposals are ecologically driven and explore options for the kinds of urban forms or aesthetics that result from integrating ecological data and analysis with city planning and design. Alexander Felson
**Admissions**

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

**OPEN HOUSE**

Prospective applicants are encouraged to visit the School during our Open House on Thursday, November 5, 2009. The day's program offers opportunities for the applicant to visit classes and design studios, meet informally with faculty and students, tour the School and the University, and attend the School’s evening public lecture given by Lise Anne Couture, Davenport Visiting Professor. Interested applicants planning to attend the Open House should register online at www.architecture.yale.edu by October 30, 2009.

**GENERAL ADMISSION REQUIREMENTS**

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 program.

Notifications of admission and of financial aid award, if applicable, are sent no later than April 1. Acceptance of the offer of admission, including a nonrefundable deposit of $750, must be made electronically by April 15. This deposit will be credited toward tuition. Acceptances may not be deferred.

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

Visit www.architecture.yale.edu for further information about the School. 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.

**M.Arch. I: THREE-YEAR PROGRAM**

**ADMISSION REQUIREMENTS**

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

1. Elementary calculus. A classical physics course is also recommended but not required.

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.

**Advanced Standing**

Under rare circumstances, students who have completed an intensive undergraduate architecture major and demonstrate strong design ability may be granted 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 to the M.Arch. I program 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.

M.A.R.C.H. II: TWO-YEAR PROGRAM ADMISSION REQUIREMENTS

The prerequisite for admission to the M.Arch. II program is a professional degree in architecture, normally a five-year bachelor of architecture (B.Arch.) degree.

M.E.D. PROGRAM ADMISSION REQUIREMENTS

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 research proposals. (See pages 33 and 97 for information regarding submission of the research proposal.) 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.

THE APPLICATION PROCESS

Applying to the School requires applicants to complete an online Application Form. While completing this online form, students will be asked to supply information regarding themselves, their education, and their references; attach or upload their transcripts, personal essay, and curriculum vitae (résumé); and pay an application fee. In addition, applicants will be required separately to submit a portfolio (for the M.Arch program) or a research proposal (for the M.E.D. program) directly to the School.

The online application can be accessed, when it is available, at www.architecture.yale.edu/apply. Applications for programs beginning in the 2010–2011 academic year must
be submitted no later than January 2, 2010. Applicants will not be allowed to submit applications after the deadline has passed.

Once an application has been submitted, applicants can track the status of their application and the receipt of required supporting materials (such as test scores, transcripts, portfolios, or recommendations) online. Applicants are encouraged to log into the Web site frequently in order to check the status of their application materials and to view correspondence from the Admissions Office.

To ensure that all credentials and correspondence submitted separately from the online application becomes part of the applicant’s file, each item should clearly state the following: the applicant’s full name as it appears on the application, the applicant’s date of birth, and the online application ID (available when the online application is submitted).

For material that is required to be submitted directly to the School (such as the portfolio and the research proposal as described below), use the following addresses:

**Sending materials via**

U.S. Postal Service/Air Mail:  
Office of Admissions  
Yale School of Architecture  
PO Box 208242  
New Haven CT 06520-8242  
USA

**Express Delivery or Courier Services:**  
Office of Admissions  
Yale School of Architecture  
180 York Street  
New Haven CT 06511-8924

Use the following phone number for express service envelopes or packages:  
203.432.2288.

**Application fee** Applications will be considered only when payment of a nonrefundable application fee has been received. For the 2010-2011 academic year the application fee is $85. This fee cannot be waived and cannot be credited to tuition or other accounts upon admission. The only acceptable method of payment of the application fee is by credit or debit card, a transaction that will be made within the online application. Wire transfers cannot be accepted.

**Transcripts** A transcript or academic record indicating degree earned or anticipated is required from each college or university attended and listed in the Academic Record section of the online application. Applicants should upload, rather than mail, a scanned copy of the applicant’s transcript or academic record to the application (please ensure that the scanned copy is legible). Refer to the detailed instructions within the online application regarding transcripts/academic records and uploading. Do not mail in a copy of a transcript or academic record that has been uploaded to the application – it is not required or necessary and may delay the processing of the application.

Applicants who have attended international institutions must submit transcripts or certified attestations of study. If such documents are not written in English, certified English translations must be included. Once translated, the original transcript as well as the certified translation should be uploaded to the online application.

Applicants expecting to graduate this academic year but still attending their college or university must upload their current college or university transcript to the application.
Should this transcript not include grades from the final fall term, a transcript that includes the final fall term grades must also be mailed to the School when it becomes available. Official transcripts, including the baccalaureate degree awarded, will be required from only those applicants offered admission and who accept that offer.

**Standardized examinations** 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. For information regarding this test, test dates and locations, and/or to arrange to take the test, visit www.ets.org/gre. 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 2, 2010.

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 the applicant’s area, the TOEFL that is available plus the Test of Spoken English (TSE) will then be required. If an applicant has submitted an older TOEFL score and is applying for the 2010–2011 academic year, this must be supplemented 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 15, 2009 to ensure that results reach the School by the January deadline. Applicants whose native language is English are not required to take a TOEFL test.

The Yale School of Architecture institution code number for the GRE, TOEFL iBT, and TSE is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, applicants’ scores may not reach the School. Applicants are strongly encouraged to register early in scheduling tests.

**Personal essay** An essay, not exceeding one page, that includes a brief personal history and reasons for applying is required and must be uploaded to the online application. 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.

**Curriculum vitae** A curriculum vitae (résumé of academic and employment experience) is required and must be uploaded to the online application.

**Letters of recommendation** Three letters of recommendation received by the School no later than January 2, 2010, are required. At least one letter of recommendation should be from a person with direct knowledge of the applicant’s professional potential and academic ability.

The School’s online application allows recommendation providers to submit their recommendations electronically directly to the School. Applicants should check with their recommenders to obtain their e-mail addresses. Once applicants enter the recommenders’ e-mail addresses in the online application, an automatic e-mail will be sent to the recommenders indicating how to submit their recommendations. Recommendations submitted prior to the submission of the online application will be automatically received at the School when applicants submit their online application. If a recommender desires to submit via paper, applicants will need to print a Recommendation Form from within the online application and forward it to that recommender.
Portfolio (for the M.Arch. program only) A portfolio of the applicant’s creative work is required and will need to be sent directly to the School. Portfolios must be received at the School by no later than January 2, 2010. Portfolios should not exceed nine by twelve inches and be no more than one and one-half inches thick. Oversize portfolios will not be accepted. Portfolios may contain originals or reproductions, although no slides, tapes, discs, or videos will be accepted. Anything submitted that is not entirely the applicant’s own work must be clearly identified as such.

For the M.Arch. I program, the portfolio should demonstrate the applicant’s drawing skills and three-dimensional aptitude. Work represented may include drawings, paintings, sculpture, sketches, furniture and architectural designs, or other materials.

For the M.Arch. II program, the portfolio should demonstrate the applicant’s ability to pursue advanced work in architectural design.

Research proposal (for the M.E.D. program only) A full description of the applicant’s research proposal is required, including a statement of goals, a proposed study plan, and anticipated results. This description should be as specific as possible. This submission is weighted heavily during the application review process and is considered in the assignment of faculty advisers. The research proposal should be mailed directly to the School.

Preparation of the proposed study plan is an important part of the application process. As a guide to applicants, the following themes 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.

Verification of application credentials It is the policy of the School of Architecture to verify all credentials in support of an application. All transcripts, recommendations, publications, standardized text scores, and supplemental materials may be traced to their source in order to confirm their authenticity.

Students who accept the offer of admission and who do not submit final official documents or whose “official” transcripts and/or scores do not match those submitted during the application process may have their offer of admission rescinded and they may not be permitted to register at Yale University.
Tuition, Fees, and General Expenses

TUITION

The tuition fee for the academic year 2009–2010 is $36,170. 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 $865 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.

Applications for 2009–2010 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/gradhousing). 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.apt@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 to 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 week.
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 221 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 2009–2010 academic year, a reasonable, albeit modest, estimate of total cost may be estimated by the following costs to be $54,211 for first-year M.Arch. I students and $52,911 for all other students.

<table>
<thead>
<tr>
<th></th>
<th>First-Year M.Arch. I</th>
<th>All other students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$36,170</td>
<td>$36,170</td>
</tr>
<tr>
<td>Fees</td>
<td>865</td>
<td>865</td>
</tr>
<tr>
<td>Yale Health Plan Hospitalization/ Specialty Coverage</td>
<td>1,338*</td>
<td>1,338*</td>
</tr>
<tr>
<td>Room and Board</td>
<td>12,012</td>
<td>10,912</td>
</tr>
<tr>
<td>Books/Personal Expenses</td>
<td>3,826</td>
<td>3,626</td>
</tr>
<tr>
<td></td>
<td>$54,211</td>
<td>$52,911</td>
</tr>
</tbody>
</table>

*Students may receive a waiver of the $1,338 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 137–41.

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 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:

<table>
<thead>
<tr>
<th>If fall-term payment in full is not received</th>
<th>Late charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>by August 1</td>
<td>$110</td>
</tr>
<tr>
<td>by September 1</td>
<td>$220</td>
</tr>
<tr>
<td>by October 1</td>
<td>$330</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If spring-term payment in full is not received</th>
<th>Late charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>by December 1</td>
<td>$110</td>
</tr>
<tr>
<td>by January 2</td>
<td>$220</td>
</tr>
<tr>
<td>by February 1</td>
<td>$330</td>
</tr>
</tbody>
</table>

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 (YPP) 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 19. For additional information, please contact Student Financial Services at 203.432.2700 and select “Press 3” from the Main Menu. The
Tuition, Fees, and General Expenses

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 2009–10, the last days for refunding federal student aid funds will be October 28, 2009 in the fall term and March 26, 2010 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 5, 2009 in the fall term and January 17, 2010 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 21, 2009 in the fall term and February 1, 2010 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 18, 2009 in the fall term and February 28, 2010 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, 2010. 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 1, 2010. Estimated income may be used to complete these applications in order to meet the February 1 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 $12,000 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.

Graduate students who have completed the Free Application for Federal Student Aid (FAFSA) are eligible to borrow under the Federal Graduate Plus Loan program up to the cost of attendance minus other financial assistance. Requirements include a determination that the applicant does not have an adverse credit history. This loan carries a fixed interest rate of 8.5%, and a lender fee of 3 to 4% is deducted at the time of disbursement. Interest is not subsidized by the government and may either be paid monthly while enrolled or capitalized (added to principal) upon graduation or while on leave or separation from the University. Payments on principal are deferred while students are enrolled. Payment on this loan begins 45 days after graduation, on leave, or separation from the University. A complete description of this loan with payment options can be found at www.studentaid.ed.gov.

Students on financial aid are required to reapply for financial aid each spring for the following academic year. 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 require-
ments. 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 avail-
able 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 (scholar-
ships, grants, loans, teaching assistantships, teaching fellowships, etc.) in order to com-
ply 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 Fed-
eral 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 required. A creditworthy co-signer may also be 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 Finan-
cial Aid Office, Yale School of Architecture, PO Box 208242, New Haven CT 06520–8242,
telephone 203.432.2291.
BENEFITS FROM THE U.S. 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.

For information on the Yellow Ribbon program, visit www.yale.edu/sfas/finaid/finaid-information/yellowribbon.html.

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 2009–2010 ranges from $10.00 to $13.50 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/seo.

**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 2010–2011 academic year at the Yale School of Architecture must complete the General Test of the Graduate Record Examination (GRE) Program (see page 96).

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 96).

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 93–97 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/financialaid. 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 1, 2010. 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 on financial aid are required to reapply for need-based scholarship each spring for the following academic year. 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 for 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 during the academic year, 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 2008, lecturers included:

Charles Atwood, Developer and Edward P. Bass Distinguished Visiting Architecture Fellow
Robert Campbell, Architectural Critic and Brendan Gill Lecturer
Matthew Coolidge, Land Use Researcher and Myriam Bellazoug Memorial Lecturer
Peter Eisenman, Architect and Louis I. Kahn Visiting Professor
Roisin Heneghan, Architect
Walter Hood, Landscape Architect and Timothy Egan Lenahan Memorial Lecturer
Carlos Jimenez, Architect
Francisco Mangado, Architect and Eero Saarinen Visiting Professor
Timothy Rohan, Architectural Historian

In spring 2009, lecturers included:

Alejandro Aravena, Architect
Liza Fior, Architect and Louis I. Kahn Visiting Assistant Professor
Yvonne Farrell, Architect
Terunobu Fujimori, Architect
Toyo Ito, Architect
Gregg Lynn, Architect and Davenport Visiting Professor
Shelley McNamara, Architect
John Patkau, Architect and Eero Saarinen Visiting Professor
Eeva-Liisa Pelkonen, Architectural Historian and Assistant Professor
William Sharples, Architect and Louis I. Kahn Visiting Assistant Professor
Cameron Sinclair, Co-Founder of Architecture for Humanity and Eero Saarinen Lecturer
Nicholas Fox Weber, Historian and Brendan Gill Lecturer

SYMPOSIA

During 2008–2009, the School of Architecture sponsored several symposia.

“Reassessing Rudolph: Architecture and Reputation,” a two-day symposium on January 23–24, 2009, timed to coincide with an exhibition of Paul Rudolph’s work and the renovation of the Yale Art and Architecture Building (renamed Paul Rudolph Hall in 2008), brought together a roster of international historians, critics, and architects to reconsider Rudolph’s architecture and the discipline’s assessment of his contributions. Those attending heard from the following speakers:

Kazi K. Ashraf, University of Hawaii at Manoa
Hilary Ballon, New York University
Robert Bruegmann, University of Illinois, Chicago
Lizabeth Cohen, Harvard University
Adrian Forty, University College London and Paul Rudolph Lecturer
Sandy Isenstadt, Yale University
Sam Jacobs, Architect
Kathleen James-Chakraborty, University College Dublin
Pat Kirkham, Bard Graduate Center for the Study of the Decorative Arts, Design and Culture
Sylvia Lavin, University of California, Los Angeles
Réjean Legault, University of Quebec at Montreal
Louis Martin, University of Quebec at Montreal
Eric Mumford, Washington University in St. Louis
Dietrich Neumann, Yale University
Ken Tadashi Oshima, University of Washington, Seattle
Eeva-Liisa Pelkonen, Yale University
Emmanuel Petit, Yale University
Alan Plattus, Yale University
Timothy M. Rohan, University of Massachusetts, Amherst
Hilary Sample, Yale University
Joel Sanders, Yale University
Lawrence Scarpa, Architect
George Wagner, University of British Columbia
Marion Weiss, Architect
Carter Wiseman, Yale University
“What Modern Times Have Made of Palladio,” a two-day symposium on February 13–14, 2009, convened by Kurt W. Forster with the assistance of Daniel Sherer, examined the many things Andrea Palladio has been to many individuals and nations. The conference revolved around key issues addressed by some of the most eminent Palladio scholars while architects examined the legacy of Palladio’s book and his buildings for our time. Those attending heard from the following speakers:

Christy Anderson, University of Toronto  
Guido Beltramini, Centro Internazionale di Studi di Architettura Andrea Palladio  
Andreas Beyer, University of Basel  
Gerd Blum, University of Heidelberg  
Karla Britton, Yale University  
Howard Burns, Scuola Normale Superiore di Pisa  
Mario Carpo, School of Architecture of Paris La Villette  
Preston Scott Cohen, Harvard University  
Peter Eisenman, Yale University  
Kurt W. Forster, Yale University  
Greg Lynn, Yale University  
Rafael Moneo, Harvard University  
Dietrich Neumann, Yale University  
Daniel Sherer, Yale University

“Spatial Illiteracies,” a two-day symposium organized by the School’s second-year M.E.D. students on March 27–28, 2009, engaged the increasingly complex relationship between space and communication within the discipline of architecture. Those attending heard from the following speakers (asterisk indicates student status):

...
Mitchell Akiyama, McGill University*
Keith Bresnahan, University of Toronto*
Peggy Deamer, Yale University
Iben Falconer, Yale University*
Joy Knoblauch, Princeton University*
Madison Moore, Yale University*
Olga Pantelidou, Yale University*
Eeva-Liisa Pelkonen, Yale University
Alan Plattus, Yale University
Megan Reid, University of Texas, Austin*
John Scott-Railton, University of California, Los Angeles*
Molly Steenson, Princeton University*
Meng-Tsun Su, University of Virginia*
Loïc Wacquant, University of California at Berkeley and Roth-Symonds Lecturer

“James Stirling, Architect and Teacher,” a two-day symposium on May 9–10, 2009, convened by Anthony Vidler and held in anticipation of an exhibition of the work of James Stirling being organized by the School of Architecture, the Canadian Centre for Architecture, and the Yale Center for British Art, examined an architect whose career was not without controversy, but whose built work and projects stand out as among the most influential and innovative of the second half of the twentieth century. The symposium explored a wide range of questions relating to the historical and critical significance of Stirling’s work. Those attending heard from the following speakers:
Mark Crinson, Manchester University
Peter Eisenman, Yale University
Kurt W. Forster, Yale University
Craig Hodgetts, Architect
Leon Krier, Yale University
Keith Krumwiede, Yale University
Phyllis Lambert, Canadian Centre for Architecture
Robert Livesey, Ohio State University
Amanda Reeser Lawrence, Northeastern University
Robert Maxwell, Architect
Amy Meyers, Yale Center for British Art
Emmanuel Petit, Yale University
Robert A.M. Stern, Yale University
David Turnbull, Architect
Michael Wilford, Architect
Anthony Vidler, Cooper Union and Brendan Gill Lecturer
Claire Zimmerman, University of Michigan

COLLOQUIA

During 2008–2009 the School of Architecture sponsored the following colloquia:

“Hawaiian Modernism: An Introductory Colloquium,” on September 15, 2008. Those attending heard from the following speakers:

Karla Britton, Yale University
Kenneth Frampton, Columbia University
Stephen Little, Honolulu Academy of Arts
Dean Sakamoto, Yale University
Marc Treib, University of California at Berkeley

“Restoring Rudolph Hall,” Gordon H. Smith Colloquium, on January 29, 2009. Those attending heard from the following speakers who were involved in the design and construction of the renovation of Paul Rudolph Hall:

Patrick Bellew, Atelier Ten
Charles Gwathmey, Gwathmey Siegel and Associates Architects
Arthur Heyde, Turner Construction
Robert Leiter, HDLC Lighting Design
Elizabeth Skowronek, Gwathmey Siegel and Associates Architects

DISCUSSIONS

During 2008–2009, as part of the Rededication of Paul Rudolph Hall, the School of Architecture sponsored a discussion, entitled “The Rudolph Years: Yale and the World,” on November 7, 2008. Those attending heard from the following speakers:
Carl Abbott, '62 M.Arch.
Norman Forster, '62 M.Arch.
Paul Goldberger, '72 B.A.
Allan Greenberg, '65 M.Arch.
Richard Rogers, '62 M.Arch.
Stanley Tigerman, '61 M.Arch.
Alexander Tzonis, '63 M.Arch.

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 2008–2009 included:

Hawaiian Modern: The Architecture of Vladimir Osipoff
August 28–October 24, 2008

Model City: Buildings and Projects of Paul Rudolph for Yale and New Haven
November 4, 2008–February 15, 2009

Worlds Away: New Suburban Landscapes
March 2–May 10, 2009

No Time Like the Present: Year-End Exhibition of Student Work
March 2–May 10, 2009

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 Grecco, Wendy Ing, and Nina Rappaport; The Millennium House (Monacelli Press, 2004), edited by Nina Rappaport; 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
YALE URBAN DESIGN WORKSHOP

Alan Plattus, Director
Andrei Harwell, Project Manager

Faculty Associates: Alexander Felson, Keith Krumwiede, Edward Mitchell, Hilary Sample

Student Fellows 2008–2009: Mwangi Gathinji, Vanessa Mendoza (Yale College), Roberto Rossi

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, West Haven, and Woodbridge, as well as a development study for a former industrial site in Ansonia, and the design of a thirteen-unit active-elderly housing project in Bethany. 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 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 peacemaking 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 exploring 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 supplement their school-supplied computer with 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 multi-media 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. Demonstration of professional development acquired outside of School through experiences, such as self-directed research, fellowships, or paid employment, must also be included in the portfolio and identified separately. As such, this necessity of demonstrated professional engagement qualifies international students to participate in Curricula Practical Training (CPT). 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.
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 second year, fall term for M.Arch. I students and at the end of the first year, spring 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 second year, fall term in the M.Arch. I and first year, spring 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 the Academic Rules and Regulations of the School; and oversees the Disciplinary Procedures of Unacceptable Conduct.

3. Admissions Committee (seven faculty members, four students). Reviews and makes recommendations on admission policies; reviews all applications for admission and makes admission recommendations to the dean.

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 for the M.E.D. program 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). Advises the dean on the School’s lecture series.

9. Arts Library Liaison Committee (four faculty members, one student). Advises the Arts Library on acquisition and maintenance issues.

10. Joint-Degree Committee (three faculty members). Recommends to the Rules Committee student course of study proposals for the joint degrees with other professional schools of the University.

11. Exhibitions Committee (two faculty members, three students). Advises the dean on the planning of the School’s exhibitions.

12. Curriculum Advisory Committee (three faculty members, four students). Makes curriculum recommendations to the dean.

13. Dean’s Advisory Committee on Student Grievances (two faculty members; two members who may be faculty, administrators, or other individuals employed by the University; one student). Implements General Student Grievance Procedures of the University

14. Awards and Prizes Committee (seven faculty members). Makes award and prize recommendations to the faculty.
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 description 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. See description in this bulletin and 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. See description in this bulletin and 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 http://opa.yale.edu/bulletin.

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 (1697) and the death of Turner (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 Yale Philharmonia, 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, the Faculty Artist Series, and concerts at the Yale Collection of Musical Instruments. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, the Yale Voxtet, 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, and Shubert Performing Arts Center.

Founded in 1971, the Graduate-Professional Student Senate, Inc. (GPSS) is the official student government group representing all thirteen graduate and professional schools. All graduate and professional students are eligible to become senators via elections held each fall. The GPSS meets on alternating Thursdays throughout the academic year, and meetings are open to the graduate and professional school community. Senators serve on and make appointments to University committees, meet with University administrators, sponsor informational workshops and conferences, organize social events and orientation activities, provide modest funding to student groups, and assist in community service
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events. Additionally, the GPSS is housed at and oversees operation of the Graduate-Professional Student Center at Yale (GPSCY), at 204 York Street, which includes office and meeting spaces for student organizations, and the Gryphon’s Pub for those twenty-one and over. 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 McDougal Center houses the cooperating offices of Graduate Career Services, Graduate Student Life, the Graduate Teaching Center, and the Graduate Writing Program as well as the Resource Library, and works collaboratively with the Graduate School Office for Diversity. Graduate Career Services provides individual advising, programs, and a library of resource materials as well as Internet resources to assist Graduate School students and alumni/ae with career planning and decision making. In the Graduate Student Life Office, McDougal Fellows, who are current graduate students, plan and organize socials; public service activities; arts, music, and cultural events; sports and wellness activities; and events for international students and students with children. The Graduate Teaching Center provides in-class observation, individual consultation, and workshops. The Writing Center offers individual consultations with tutors, regular academic writing workshops, dissertation writing groups, and events with invited speakers. 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 has a large common room with comfortable furnishings for study or lounging, an e-mail kiosk, WiFi, 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, small meeting rooms, a music practice room, a family playroom, and an ITS computer lab with 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 various e-mail notes, please visit 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 (www.yalebulldogs.com) for more information concerning any of these recreational facilities and programs.

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, 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 runs seven days a week from the third weekend in June through Labor Day and then on September weekends. For more information, telephone 203.432.2492 or visit the Web page at www.yalebulldogs.com (click on Recreational Choices, then on Outdoor Education Center).

Throughout the year, Yale 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 www.yalebulldogs.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, the Muslim Student Association, and many others. 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 seventeen-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
School of Architecture

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 August 1 through July 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 July 31.

Waiving the YHP Hospitalization/Specialty Coverage

Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing an online waiver form at www.yhpstudentwaiver.yale.edu that demonstrates proof of alternate coverage. 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 online waiver (www.yhpstudentwaiver.yale.edu) 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 (rubeola) 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, 2009. 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 5. 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).
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 components 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.

**Thomas H. Beeby** Professor (Adjunct). Mr. Beeby 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 Bass Library at Yale. Mr. Beeby received a B.Arch. from Cornell University and an M.Arch. from Yale University.

**Deborah Berke** Professor (Adjunct). Ms. Berke 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.* A monograph of her work was published by Yale University Press in 2008. 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

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. Before coming to Yale, Ms. Britton was an associate professor (adjunct) at Columbia University’s Graduate School of Architecture, Planning, and Preservation and director of its architecture program in Paris. Her area of teaching and research is in alternative modernisms, including the monograph Auguste Perret (2001), published by Phaidon in both English and French. Ms. Britton has taught and led a symposium on modern religious architecture and is organizing an international conference on sacred architecture of the Middle East. With Dean Sakamoto she edited Hawaiian Modern: The Architecture of Vladimir Ossipoff (2007). Ms. Britton is the editor of the forthcoming Constructing the Ineffable: Contemporary Sacred Architecture and the author of Modern Urbanism, which will be published by Yale University Press. She is also resident director of the Berkeley Center at Yale. 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 classroom buildings at a center for autistic children in New York; a complex of barns for an agricultural program at the same institution; the Cushing Collection at the Yale Medical School, a small museum and archive space exhibiting the work and collections of the pioneering brain surgeon Dr. Harvey Cushing; and the renovation of an historic barn to a children’s art center in Hamden, Connecticut. 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, *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.

Peggy Deamer  Professor. Ms. Deamer is a principal in the firm of Deamer Studio. Projects by her and her former firm, Deamer + Phillips, have been featured in various publications including *Architecture*, *Architectural Record*, *Vogue*, and the *New York Times*. Articles by Ms. Deamer have appeared in *Assemblage*, *Praxis*, *Perspecta*, and *Drawing/Building/Text*. Her seminar and advanced studio of 2000–2001 were the subjects of *The Millennium House*, published by Monacelli Press in 2004. She was the co-editor of *Re-Reading Perspecta* and the forthcoming *Building (in) the Future*. Her theory work analyzes the relationship among architectural labor, craft, and subjectivity. 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. The book won Yale’s Gustave Ranis Award for the best book by a Yale faculty member in 2005. 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 the co-author, with Rick Prelinger, of *Call It Home*, a laser disc history of suburbia; and *American Town Plans*. She is also the author of research installations on the Web: “Wildcards: A Game of Orgman” and “Highline: Plotting NYC.” Her work has been widely published in journals such as *Art Forum, Domus, 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 Rotterdam Biennale, 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 Woodbridge, 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 Farricielli  Lecturer. Ms. Farricielli 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. Farricielli 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. Farricielli has completed private and public sculpture commissions for the city of New Haven, Connecticut; Hot Spring, Arkansas; 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. Mr. Finio is a founding partner at Christo≠: 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. His firm’s work has won many awards, including a 2008 International Design Award and a 2009 National Honor Award from the AIA, and has been widely published and exhibited, including at the National Building Museum in Washington, D.C., and at the Aedes Gallery in Berlin. Before joining the Yale faculty he taught at Columbia University and was an associate for ten years in the office of Tod Williams and Billie Tsien. 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 English, American literature, and British art history of the eighteenth and nineteenth centuries, including the history of landscape painting and landscape architecture at the New School for Social Research, Northwestern University, and the University of Illinois, Chicago. Since 2001, he has taught history of European landscape architecture at Yale. Mr. Fuermann 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 the founding partner of Gage/Clemenceau Architects in New York City. His work has been exhibited internationally at venues including the Museum of Modern Art in New York City, the Museum of the Art Institute of Chicago, and the Deutsches Architektur Zentrum in Berlin. Mr. Gage’s firm received an AIA New Practices citation in 2006 and was chosen as a finalist in the Museum of Modern Art/PS1 Young Architects Program in 2007. In 2008 he was selected as a winner of the New York Architectural League’s Young Architects Forum and was nominated for the Ordes Prize in Architecture. Mr. Gage’s design work was included in the 2009 compendium *Icons of Graphic Design*, which includes the “most influential designs and designers from 1900 to the present.” His work has been featured in media and press venues in *The New York Times, USA Today, Vogue,* and *Wired.* Mr. Gage has written on architecture and design in such journals as *Log, Journal of Architectural Education,* and *Perspecta.* He has taught at Columbia University and the Institute for the Study of Classical Architecture. In 2007 Mr. Gage led the “Think Tank on Computation Aesthetics” at the Royal Danish Academy in Copenhagen. He received a B.Arch. from the University of Notre Dame and an M.Arch. from Yale University.

**Alexander D. Garvin** Professor (Adjunct). Mr. Garvin is currently president and CEO of Alex Garvin & Associates, Inc., a planning and design firm in New York City. From 1996 to 2005 he was managing director for NYC2012, New York City’s committee for the 2012 Olympic bid. During 2002–2003 Mr. Garvin 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. He has also held prominent positions in New York City government, including deputy commissioner of housing and city planning commissioner. Mr. Garvin is the author of numerous articles and books, including *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; *A New Public Realm for DeKalb County,* published by the Livable Communities
Coalition of Atlanta, Georgia; and *Hinton Park: From Farmland to Parkland*, commissioned by the town of Collierville, Tennessee. He is currently engaged in planning and design projects for private developers in Texas, Utah, and New York. He earned his B.A., M.Arch., and M.U.S. from Yale 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 work of the office has been widely published and received numerous awards. 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.

“Researching the Built Environment: Spatial Methods and Public Practices.” Ms. Hayden is also a widely published poet whose work has appeared in The Yale Review, Southwest Review, The American Scholar, and The Best American Poetry 2009. She 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.

Kathleen John-Alder Critic. Ms. John-Alder is a landscape architect with more than nineteen years of professional experience. As an associate partner for Olin Partnership, she was involved in the landscape designs for the J.P. Getty Center, the U.S. Federal Courthouse in Boston, and the Washington Monument. She also led the firm’s entry for the Orange Country Great Park Competition and worked with the World Monument Fund to prepare a landscape master plan for Qianlong’s Garden. Ms. John-Alder is currently working on the landscape design for Fordham Plaza in New York City. She received a B.A. from Oberlin College, an M.S. from Pennsylvania State University, and an M.E.D. 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. Current and recent work of Mr. Koetter and his partner, Susie Kim, include two buildings at Cornell and one at Yale along with winning competition entries for the Sewoon 4 District in Seoul, South Korea, currently in construction; the expansion of Chunchon, South Korea; a major expansion of Aktau, Kazakhstan; and a multi-building, city-center,
regeneration program for Columbus, Indiana, currently in construction. 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 Associate 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 Harrison** Lecturer. Ms. Lourie Harrison is a co-founder of Harrison Studio in New York, and architectural research and design practice. Previously, she worked for Peter Eisenman and was the editor of his *Ten Canonical Buildings* (Rizzoli, 2008). She received fellowships from the AIA/AAF, the Marandon Foundation, and the Mellon Foundation. Ms. Lourie Harrison received an A.B. from Princeton University, an M.Arch. from Columbia University, and a Ph.D. in modern architecture at the Institute of Fine Arts with Jean-Louis Cohen.

**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 published in *Alphabet City, A+U*, and is featured in the forthcoming “Fast Forward” and his critical essays have appeared in numerous publications, including *Log, Any, Perspecta*, and the *Journal of Architectural Education*. He has lectured and exhibited internationally, has received awards in competitions, and has been honored with a Young Architects Award by the New York Architectural League. His practice in New Haven involves residential, commercial, and urban design, including the recent completion of two houses in Connecticut. He is a fellow of the Urban Design Workshop, has worked in collaboration with Koetter, Kim and Associates on planning for a new sector of Abu Dhabi, and has set up a collaborative, Komanda, with architects and environmentalists in New York. He is also a member of the Vita Nuova, a national group of environmental engineers, financial experts, and designers involved in the redevelopment of environmentally impacted properties, including the long-term planning and rehabilitation of 16,000 acres of coal mines in Pennsylvania. Mr. Mitchell is currently investigating using geothermal heating from mine fires for powering new commercial development. 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. His articles on tall buildings have appeared in the *Structural Design of Tall and Special Buildings, Architectural Science Review*, and the *Journal of Architectural Engineering*. 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. As a principal of Newman Architects, his work is found on many campuses and 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 the redevelopment of New Haven's Ninth Square District, the restoration and renovation of Yale's 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.

**Eeva-Liisa Pelkonen** Associate 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 *Alvar Aalto: Architecture, Modernity and Geopolitics* (Yale University Press, 2009), as well as co-editor of the prizewinning exhibition catalogue *Saarinen: Shaping the Future* (Yale University Press, 2006). 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 currently 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 is an architect, writer, and teacher. His scholarly research focuses on the work of “theory-oriented” architects since the mid-1960s, with a concentration on their use of various ideologies of meaning, criticism, analysis, and form in the discursive exchanges between the United States and Europe. He is editor of *Philip Johnson: The Constancy of Change*, published by Yale University Press in 2009, for which he received a grant from the Graham Foundation. Mr. Petit is currently finishing a manuscript called *Ironic, or, The Theoretical Opacity of Architecture*, analyzing five strategies of “self-criticality” in architecture, which sustained the aesthetic choices of postmodernism. His essays have appeared in *JSAH*, *Log* (ANY Corporation), *Thesis* (Bauhaus), *Trans* (ETH), *Thresholds* (MIT), *Perspecta*, and *Constructs* (Yale), as well as in a number of exhibition catalogues. He is curator of the forthcoming exhibition on James Stirling’s students at the School, and was co-curator for Peter Eisenman’s exhibition.
“Barefoot on White-Hot Walls” at the Museum for Applied Art in Vienna in 2004. Mr. Petit is partner in the architecture firm Jean Petit Architectes in Luxembourg City. 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. He 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. Mr. Plattus also directs the School’s China Studio, a three-way collaboration among Yale, the University of Hong Kong, and Tongji University, and recently led a Yale and international team to develop plans for a Peace Park along the Jordan River on the Israeli-Jordanian border. 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 and a Ph.D. from the University of California, Berkeley.
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 firm, Dean Sakamoto Architects, is a multidisciplinary practice that is responsible for notable projects in the areas of urban design, architecture, exhibition design, and publications. Mr. Sakamoto is the architect of the Juliet Rice Wichman Botanical Research Center for the National Tropical Botanical Garden in Kauai, Hawaii, and the Farmington Greenway’s urban concourse and interpretive site that crosses both Yale University’s central campus and the Audubon Street Arts District in New Haven. He is also the curator, designer, and co-editor of *Hawaiian Modern: The Architecture of Vladimir Ossipoff*, an internationally acclaimed traveling exhibition and book. Mr. Sakamoto serves on the Cultural Affairs Commission of the City of New Haven and advisory boards of the Chapel West Special Services District and Sites Projects, a private nonprofit public art organization. At Yale College, he is a resident fellow at Samuel F.B. Morse College, designed by Eero Saarinen. 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*. He received second place for his competition entry for Gangbuk Grand Park and first place for Seunghukdong
Residents, both in Seoul, Korea. Mr. Sanders has received numerous awards, including five New York AIA Design Awards, a 2008 Interior Design Magazine Best of Year Award, an AIA Westchester/Mid-Hudson Chapter Honor Award, a Boston Society of Architects Research Grant, and 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.


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.


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 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.


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
Matthew Coolidge, Fall 2008

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

John A. Carrafiell Teaching Fund (2009) Established by John A. Carrafiell (B.A. 1987) to support teaching and research associated with courses taught at the School of Architecture, with preference for course work in the areas of study of urbanism and professional practice.


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


**Peter H. Dominick, Jr. Fellowship Fund for Travel** (2009) Established by The Fourth Century Trust and the gifts of various friends, colleagues, and family in memory of Peter H. Dominick, Jr. (B.A. 1963), to support travel for undergraduate and/or graduate students and faculty traveling together to locations related to areas of study within the School of Architecture, and/or to support for independent travel by one or more students in the Ph.D. program within the School of Architecture, and/or one or more advanced master’s degree students within 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
Emily Arden Wells, 2009


Lord Norman R. Foster Scholarship (2009) Established by the Hearst Corporation in honor of Norman R. Foster (M.Arch. 1962, D.F.A.H. 2003), architect of the Hearst Tower in New York City, selected to receive the 2008 International Highrise Award by the City of Frankfurt, Germany, and DekaBank, to encourage one or more students who might otherwise not be able to attend the Yale School of Architecture.


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
Robert Campbell, Fall 2008
Nicholas Fox Weber, Spring 2009


*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.


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


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.


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.


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
Adriana Geuze, Spring 2007
Kate Orff, Fall 2007
Walter Hood, Fall 2008

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.


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.


A. Whitney Murphy Scholarship Fund (1992) Established as a bequest of A. Whitney Murphy (B.A. 1938, B.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
Aidan Doyle and Palmyra Geraki, 2009

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.
Endowment and Term Funds


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.


Pickard Chilton Fellowship Fund (2006) Established by Jon Pickard (M.Arch. 1979) and William D. Chilton, founding partners of the architectural firm Pickard Chilton Architectes, 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.


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 Gott diener, Spring 2007
Adrian Favell, Spring 2008
Loïc Wacquant, Spring 2009


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
Endowment and Term Funds

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
Adrian Forty, Spring 2009

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
Thomas Heatherwick, Spring 2008
Cameron Sinclair, Spring 2009

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.

David M. Schwarz Scholarship (2009) Established by Ken Kuchin in honor of David M. Schwarz (M.Arch. 1974) to provide scholarships for one or more students at the Yale 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.


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
Charles Gwathmey, Elizabeth Skowronek, Robert Leiter, Patrick Bellew, and Arthur Heyde, Spring 2009

*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.


*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.

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.


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
Parsa Khalili, 2009

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 Quatrale, 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
Andrew Ashley, 2009

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
Alexander Purves, 2009
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.


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.

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.

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 2008–2009

Registered for the Degree of Master of Architecture
Master of Architecture I Program
First Professional Degree

THIRD 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.
Rebecca Elizabeth Beyer (B.A. Univ. Pennsylvania 2005), Old Westbury, N.Y.
John Capen Brough (A.B. Princeton Univ. 2004), Memphis, Tenn.
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.
Cody Wilson Davis (B.S. Ohio State Univ. [Columbus] 2006), Galloway, Ohio
Philip G. Drew (B.A. Wesleyan Univ. [Conn.] 1990), Cambridge, Mass.
Travis Robert Eby (B.S. Univ. Cincinnati 2005), Englewood, Ohio
Chiemeka Anayo Ejiochi (B.S.E.E. Princeton Univ. 2003), South Plainfield, N.J.
(graduate February 2009)
Seher Erdogan (B.A. Yale Univ. 2004), Istanbul, Turkey
Isidro Garcia (B.S. Massachusetts Inst. of Technology 2005), National City, Calif.
(joint-degree program, M.B.A., School of Management)
Leslie E. Goedken (B.F.A. Parsons School of Design 2005), Minnetonka, Minn.
Nicholas Hanna (B.S. McGill Univ. 2004), Montreal, Canada
Eric Bryant Krancevic (B.A., B.S. Kent State Univ. 2006), Kent, Ohio
JangWon Lee (B.S. Seoul National Univ. 2006), Seoul, Korea
Louise Christgau Levi (B.A. Yale Univ. 2005), New York, N.Y.
Robert Aram Marks (A.B. Harvard Univ. 2004), Bloomington, Ind. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)
Alexander Maymind (B.S. Ohio State Univ. 2006), Columbus, Ohio
Patrick J. McGowan (B.A. Univ. California [Berkeley] 2004), Loveland, Ohio
Marianna Ferreira Mello (B.D.S.N. Univ. Florida 2004), Longwood, Fla.
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), Chiba, Japan
Cheon-Kang Park (B.E. Handong Univ. 2005), Seoul, Korea
Miriam Lynn Peterson (A.B. Cornell Univ. 2004), New York, N.Y.
Rachel Alexandra Reese (B.S. Univ. Idaho 1993), Boise, Idaho
Jacob Reidel (A.B. Brown Univ. 2002), Newark, Del. (graduated February 2009)
Karen Rizvi (B.F.A. Art Inst. of Chicago 1993), Astoria, N.Y.
Matthew A. Roman (B.A. Princeton Univ. 2003), Baltimore, Md.
Roberto Atilio Rossi (B.A. Princeton Univ. 1984), New York, N.Y.
Meredith Jaye Sattler (A.B. Vassar Coll. 1995), Laguna Beach, Calif. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)
Zakery M. Snider (B.S. Ohio State Univ. [Columbus] 2006), Blacklick, Ohio
Trisha Snyder (B.S.E. Princeton Univ. 2005), Prospect, Ill.
Sohyun Sung (B.E. Korea Univ. 2005), Seoul, Korea (graduated February 2009)
Julianna Von Zumbusch (B.A. Columbia Univ. [Columbia Coll.] 2004), Princeton, N.J.
Leah Rosa Weinberg (B.S. London School of Economics 2003), Brookline, Mass.
Emily Arden Wells (B.A. Univ. Pennsylvania 2004), Denver, Colo.
Shelley Xiaolei Zhang (B.A. Univ. Chicago 2002), Westmont, Ill. (graduated February 2009)

Third-year class, 56

SECOND YEAR

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. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)
School of Architecture Students

Harvey Ho Wang Chung (B.S. Univ. Michigan [Ann Arbor] 2005), Hong Kong, China
Andreea Cojocaru (B.A. Wellesley Coll. 2006), Constanța, Romania
Cory Collman (B.S. Univ. Illinois [Urbana-Champaign] 2006), New Haven, Conn.
Yijie Dang (B.A. Univ. Hong Kong 2007), Shaanxi, China
Gina Maria Di Tolla (B.A. Barnard Coll. 2005), Boca Raton, Fla.
Aidan Joseph Doyle (B.S. Clemson Univ. 2006), New Haven, Conn.
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 (in attendance fall 2008 only)
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
Zachary Russell Heineman (B.A. Harvard Univ. 2003), New Canaan, Conn. (joint-degree program, M.B.A., School of Management)
Rachel Ching-Mei Hsu (B.S. Stanford Univ. 2006), Chico, Calif. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)
Aude Helene Jomini (B.F.A. Rhode Island School of Design 2001), New Haven, Conn.
Jin Huy Kim (B.S. Seoul National Univ. 2007), Seoul, Korea
K. Brandt Knapp (B.S. Arizona State Univ. 2006), New Haven, Conn.
Jang Hyung Lee (B.A. Hongik Univ. 2007), Seoul, Korea
Taekyoung Lee (B.S. Univ. Toronto 2006), Kyunggido, Korea
Caleb Coker Linville (B.S. Haverford Coll. 2004), Norwalk, Conn.
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.
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), Damariscotta, Maine
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), Blacksburg, Va.
Adam Joespoh Tomski (B.S. Ohio State Univ. [Columbus] 2005), New Paris, Ohio
Anja Turowski (B.S. Georgia Inst. of Technology 2004), New Haven, Conn.
Johanna Vandemoorte (B.A. Univ. Pennsylvania 2006), New Haven, Conn. (in attendance fall 2008 only)
Tyler Baldwin Velten (B.A. Pomona Coll. 2004), New Haven, Conn.
Ryan Welch (B.A. Amherst Coll. 2003), Baltimore, Md.
Philip Legare Winn (B.A. Columbia Univ. 1999), New Haven, Conn. (on leave, spring 2009)
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.
Hilary Zaic (B.A. Princeton Univ. 2005), Ridgefield, Conn.
Carlos Zedillo (B.A. Yale Univ. 2006), Mexico City, Mexico

Second-year class, 69

FIRST YEAR
Christopher Patrick Aubin (B.S. Northeastern Univ. [Boston] 2008), Fall River, Mass.
Melissa Kathleen Bauld (B.A. Clemson Univ. 2005), Pendleton, S.C.
Kevin Richard Blusewicz (B.S. Univ. Maryland [College Park] 2008), Wall Township, N.J.
Marija Brdarski (B.S. Ohio State Univ. [Columbus] 2006), New Haven, Conn.
Brian Oliver Butterfield (B.A. Washington Univ. [St. Louis] 2004), New Haven, Conn.
Feifei Alice Cao (B.A. Univ. Pennsylvania 2006), Houston, Tex. (on leave, spring 2009)
Amy Elizabeth Chang (B.A. Univ. California [Berkeley] 2006), San Ramon, Calif.
Christy Lauren Chapman (B.A. Univ. Memphis 2007), New Haven, Conn.
Thomas Robert Chase (M.A. Wesleyan Univ. [Conn.] 2007), Gilford, N.H. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)
Christopher Stuart Connock (B.S. Univ. Virginia 2003), New Haven, Conn.
Frances Sarah Edelman (B.A. Yale Univ. 2006), San Francisco, Calif.
Kipp Colby Edick (B.S. Columbia Univ. 2006), New Haven, Conn.
Mark Allen Gettys (B.A. Clemson Univ. 2008), Greenville, S.C.
William Grandison Gridley (B.S. Bucknell Univ. 2008), Washington, D.C.
Elizabeth Rose Haber (B.S. Univ. Virginia 2005), Woodbridge, Va.
Justin Charles Hedde (B.A. Univ. Florida 2007), Stonington, Conn.
Lindsay Nicole Hochman (B.S. Univ. Virginia 2007), Oakton, Va.
Shirley NanShing Hsu (A.B. Dartmouth College 2002), South Pasadena, Calif.
KyuYoung Huh (B.S. Seoul National Univ. 2008), Seoul, South Korea
Keith Martin Johns (B.S. Ohio State Univ. [Columbus] 2006), Upper Arlington, Ohio
Homin Jung (B.E. Myongji Univ. 2007), Seoul, South Korea
Douglas Joseph Kane (B.S. Univ. Maryland [College Park] 2004), New Haven, Conn.
Anne Mason Kemper (B.A. Rice Univ. 2007), Saint Paul, Minn.
Jaeyoon Kim (B.A. Swarthmore College 2007), Seoul, South Korea
Alfred Kim Koetter (B.S. Cornell Univ. 2007), Brookline, Mass.
Kee Hyun Lew (B.A. Univ. Michigan [Ann Arbor] 2006), Seoul, South Korea
Ronald Chyi-Tung Lim (B.A. Wesleyan Univ. [Conn.] 2006), Singapore, Singapore
Rafael Ng (B.A. Brown Univ. 2007), Hong Kong, Hong Kong
Jonah Asher Rowen (B.A. Carnegie Mellon Univ. 2008), New York, N.Y.
Seo Young Shin (B.Arch. Hongik Univ. 2008), Seoul, South Korea
Andrew Benjamin Smith-Rasmussen (B.A. Calvin College 2003), Carol Stream, Ill.
Brian Douglas Spring (B.S. Ohio State Univ. [Columbus] 2006), New Haven, Conn.
Kyle Richard Stover (B.S. Univ. Cincinnati 2008), Kettering, Ohio
Tyler G. Survant (B.A. Washington Univ. [St. Louis] 2006), Lexington, Ky.
Mark Talbot (B.A. Ohio State Univ. [Columbus] 2008), Dublin, Ohio
Laura Clark Wagner (B.A. Brown Univ. 2005), New Haven, Conn.
Leticia Wouk Almino De Souza (B.A. Barnard Coll. 2008), Chicago, Ill.
Jia-Jun Yeo (B.A. National Univ. Singapore 2007), Singapore, Singapore
Ji-young Yoon (B.S. Ohio State Univ. [Columbus] 2005), Sungnam, South Korea
Emmett Zeifman (B.A. McGill Univ. 2006), Toronto, Canada
Matthew Aaron Zych (B.S. SUNY [Buffalo] 2008), Syracuse, N.Y.

First-year class, 51

Registered for the Degree of Master of Architecture
Master of Architecture II Program
Post-Professional Degree

SECOND YEAR

Nicholas James Caruso (B.Arch. Rensselaer Polytechnic Inst. 2003), New Haven, Conn. (on leave, fall 2008)
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), Nairobi, Kenya
Mark Robert Gausepohl (B.Arch. Univ. Cincinnati 1997), New Haven, Conn.
Leyla Kori (B.Arch. Istanbul Technical Univ. 2006), Istanbul, Turkey (on leave, 2008–2009)
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.Arch. Rice Univ. 2003), Athens, Ga. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)
Zachary Paul Stevens (B.Arch. Rhode Island School of Design 2005), Cape Neddick, Maine (on leave, spring 2009)
Daniel Robert Yoder (B.Arch. Kent State Univ. 2007), Ashland, Ohio
Xinghua Zhao (B.Arch. Tsinghua Univ. 2003), Wuhan, China (graduated February 2009)

Second-year class, 15

FIRST YEAR

Nicholas Andrew Gilliland (B.Arch. Univ. Kansas 2001), Westport, Conn.
Katharine M. Gillis (B.Arch. Univ. Notre Dame [Indiana] 2005), Chevy Chase, Md.
Eliza Weyland Higgins (B.Arch. Roger Williams Coll. 2006), Milford, N.Y.
Paul Benjamin Howard (B.Arch. Auburn Univ. [Alabama] 2005), New Haven, Conn.
Ching-Wen Hsiao (M.Arch. National Taipei Univ. 2006), Yuanin Changhua Cty, Taiwan
Qiwei Liang (B.Arch. Tsinghua Univ. 2008), Haikou, Hainan, China
Cyrus Dinyar Patell (B.Arch. Visveswaraiah Tech Univ. 2006), Bangalore, India
Carlos Felix Raspall Galli (B.Arch. Univ. Buenos Aires 2004), Buenos Aires, Argentina
Francesca Giulia Singer (B.Arch. Polytechnic [Milan, Italy] 2005), New York, N.Y.
Andrea Vittadini (B.Arch. Polytechnic [Milan, Italy] 2008), Monza, Italy

First-year class, 11

Registered for the Degree of Master of Environmental Design

SECOND YEAR

Lucas Turner Cohen (B.A. Bard Coll. 2002), Brooklyn, N.Y.
Iben Andrea Falconer (B.A. Brown Univ. 2006), Seattle, Wash.

Second-year class, 4

FIRST YEAR

Nathan Bright (B.Arch. Univ. Texas [Austin] 1999), New Haven, Conn.
Ozlem Caglar Tombus (B.Arch. Middle East Technical Univ. 1998), New Haven, Conn.
David Bijan Sadighian (B.A. Yale Univ. 2007), New Haven, Conn.

First-year class, 3
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 Parsa Khalili.

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 Andrew Ashey.

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 Adrian Doyle and Palmyra Geraki.


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 John Capen Brough III.

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 Zakery M. Snider.

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 Mwangi Gathinji.

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 Miriam Lynn Peterson.

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 Emily Arden Wells.
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 Anne-Marie Armstrong.


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 Iben Andrea Falconer.

Moulton Andrus Award (1984) Awarded to a graduating student who has achieved excellence in art and architecture. Awarded to Seher Erdogan.

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 Shane B. Neufeld.

Gene Lewis Book Prize (1986) Awarded to a graduating student who has shown promise for excellence in residential architecture. Awarded to Felicia Gabrielle Martin.

David Taylor Memorial Prize (1996) Awarded to the graduating student who has shown promise or demonstrated interest in architectural criticism. Awarded to Alexander Maymind.

INTERNSHIPS


SCHOLARSHIPS

Franklin U. Gregory Memorial Scholarship (1948) Awarded to Louise Christgau Levi.


Everett Victor Meeks Graduate Fellowship (1956) Awarded to Cody Wilson Davis.


Samuel J. Fogelson Memorial Award (1979) Awarded to Patrick Robin Lun.

Christopher Tunnard Memorial Fellowship (1979) Awarded to Karen Grace Rizvi.


Awards


Frederick Bland Scholarship (2005) Awarded to Eric Bryant Krancevic.


The Work of Yale University

The work of Yale University is carried on in the following schools:

Yale College  Est. 1701. 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  Est. 1847. 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  Est. 1813. 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 (est. 1915), 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


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  Est. 1824. 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  Est. 1869. 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


For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; tel., 203.432.2546; fax, 203.432.7448; e-mail, gradmusic.admissions@yale.edu; Web site, www.music.yale.edu

School of Forestry & Environmental Studies  Est. 1900. 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, 195 Prospect Street, New Haven CT 06511; tel., 800.825.0330; e-mail, fesinfo@yale.edu; Web site, http://environment.yale.edu


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  Est. 1923. 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


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


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 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).

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). Proceed to Exit 3 (North Frontage Road). Continue as above.
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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. In addition, in accordance with federal law, the University maintains information concerning current fire safety practices and prepares an annual fire safety report concerning fires occurring in on-campus student housing facilities. 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
School of Architecture
2009–2010