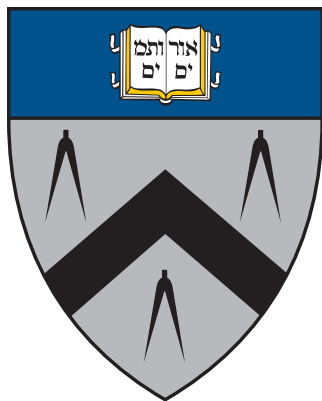


# School of Architecture

## 2010–2011



BULLETIN OF YALE UNIVERSITY

*Series 106   Number 4   June 30, 2010*

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

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#### *Open House*

All interested applicants are invited to attend the School's Open House: Thursday, November 4, 2010.

#### *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](http://www.architecture.yale.edu)

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# School of Architecture

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# Calendar

## FALL 2010

July 12	M	Incoming First-Year M.Arch. I 1001c classes begin, 9 a.m.
Aug. 13	F	1001c classes end, 5 p.m.
Aug. 16	M	Shop Orientation for incoming students begins, 9 a.m.
Aug. 20	F	Shop Orientation ends, 5 p.m.
Aug. 26	TH	Registration for all students, 8:30 a.m.–5 p.m. Advanced Studio Lottery, 11 a.m. <i>Fall-term studio classes begin, 2:30 p.m.</i>
Aug. 27	F	<i>Fall-term non-studio classes begin, 8:30 a.m.</i> (Friday classes do not meet; Monday classes meet instead)
Sept. 6	M	No classes. Labor Day (Regular classes for this day met on Friday, August 27)
Oct. 11–15	M–F	Midterm week
Nov. 4	TH	Open House for prospective applicants
Nov. 19	F	Fall recess begins, 5:20 p.m.
Nov. 29	M	Classes resume, 8:30 a.m.
Dec. 3	F	<i>Fall-term classes end, 5:20 p.m.</i>
Dec. 6–10	M–F	Design jury week
Dec. 13–17	M–F	Course examination week
Dec. 17	F	Winter recess begins, 5:20 p.m.

## SPRING 2011

Jan. 2	SU	Closing date for applications for admission in 2011 (all programs)
Jan. 6	TH	Registration for all students, 8:30 a.m.–5 p.m. Advanced Studio Lottery, 11 a.m. <i>Spring-term studio classes begin, 2:30 p.m.</i>
Jan. 7	F	<i>Spring-term non-studio classes begin, 8:30 a.m.</i> (Friday classes do not meet; Monday classes meet instead)
Jan. 17	M	No classes. Martin Luther King, Jr. Day (Regular classes for this day met on Friday, January 7)
Feb. 28–Mar. 4	M–F	Midterm week
Mar. 4	F	Spring recess begins, 5:20 p.m.
Mar. 21	M	Classes resume, 8:30 a.m.
Apr. 22	F	<i>Spring-term classes (except 1013b) end, 5:20 p.m.</i>
Apr. 25–29	M–F	Design jury week
Apr. 25–June 24	M–F	Fieldwork, First-Year Building Project
May 2–6	M–F	Course examination week
May 9	M	1017c classes begin, 9:30 a.m.
May 23	M	University Commencement
June 24	F	<i>M.Arch. I, first-year spring-term 1013b and 1017c classes end, 5:20 p.m.</i>

# The President and Fellows of Yale University

## President

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

## Fellows

Her Excellency the Governor of Connecticut, *ex officio*

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

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

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

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

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

Francisco Gonzalez Cigarroa, B.S., M.D., Austin, Texas (*June 2016*)

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

Neal Leonard Keny-Guyer, B.A., M.P.P.M., Portland, Oregon (*June 2015*)

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

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

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

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

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

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



# The Officers of Yale University

**President**

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

**Provost**

Peter Salovey, A.B., M.A., Ph.D.

**Vice President and Secretary**

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

**Vice President and General Counsel**

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

**Vice President for New Haven and State Affairs and Campus Development**

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

**Vice President for Development**

Ingeborg Theresia Reichenbach, Staatsexamen

**Vice President for Finance and 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.



# School of Architecture

## Faculty and Administration, 2009–2010

### **Executive Officers**

Richard Charles Levin, B.A., B.Litt., Ph.D., President of the University

Peter Salovey, A.B., M.A., Ph.D., Provost of the University

Robert A.M. Stern, B.A., M.Arch., Dean

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

### **Faculty Emeriti**

Martin D. Gehner, B.Arch., M.Arch., Professor Emeritus of Architectural Engineering

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

### **Professors**

D. Michelle Addington, B.S.M.E., B.Arch., M.Des.S., D.Des., Associate Professor

Thomas H. Beeby, B.Arch., M.Arch., Professor (Adjunct)

Deborah Berke, B.F.A., B.Arch., M.U.P., Professor (Adjunct)

Kent C. Bloomer, B.F.A., M.F.A., Professor (Adjunct)

Turner Brooks, B.A., M.Arch., Professor (Adjunct)

Peggy Deamer, B.A., B.Arch., M.A., Ph.D., Professor

Keller Easterling, B.A., M.Arch., Associate Professor

Peter Eisenman, Charles Gwathmey Professor in Practice, spring term

Mark Foster Gage, B.Arch., M.Arch., Acting Assistant Dean and Assistant Professor

Alexander D. Garvin, B.A., M.Arch., M.U.S., Professor (Adjunct)

Steven Harris, B.A., B.F.A., M.Arch., Professor (Adjunct)

Dolores Hayden, B.A., M.Arch., Professor and Professor of American Studies

John D. Jacobson, B.A., M.Arch., Associate Dean and Professor (Adjunct)

Fred H. Koetter, B.Arch., M.Arch., Professor (Adjunct)

Keith A. Krumwiede, B.A., M.Arch., Assistant Dean and Associate Professor

Edward Mitchell, B.A., M.Arch., Assistant Professor (Adjunct)

Kyoung Sun Moon, B.S., M.S.C.E., M.Arch., Ph.D., Assistant Professor

Eeva-Liisa Pelkonen, M.Arch., M.E.D., Ph.D., 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 (Adjunct)

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 (1951) Visiting Assistant Professor

*Spring 2010*

Patrick Bellew and Andy Bow, Eero Saarinen Professors of Architectural Design

Katherine Farley, Edward P. Bass Distinguished Visiting Architecture Fellow

Frank O. Gehry, Louis I. Kahn Visiting Professor of Architectural Design

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

Stanislaus von Moos, Vincent Scully Visiting Professor of Architectural History

Chris Perry, Louis I. Kahn Visiting Assistant Professor of Architectural Design

Elihu Rubin, Daniel Rose (1951) Visiting Assistant Professor

**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

Anibal Bellomio, B.Arch., Lecturer

Andrew Benner, B.Arch., M.Arch., Critic

Phillip G. Bernstein, B.A., M.Arch., Lecturer

Noah Biklen, B.A., M.Arch., Critic

Karla Britton, B.A., M.A., Ph.D., Lecturer

Paul B. Brouard, B.A., M.Arch., Critic

Brennan Buck, B.S., M.Arch., Lecturer

Luke Bulman, B.A., M.Arch., Lecturer

Marta Caldiera, M.S., 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  
 Katherine Davies, B.A., M.Arch., Critic  
 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 Gible, B.Arch.Eng., Lecturer  
 Kevin D. 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 W. 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  
 Jobe 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  
 Brian Price, 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  
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 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  
Lisa Murno, B.A., M.A., M.L.I.S., Systems Administrator  
Jean F. 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

### **Arts Library**

Allen Townsend, B.A., M.M., M.L.S., Director  
Tanya Allen, B.A., M.A., Library Services Assistant  
Jennifer Aloï, 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:

James Frazer Stirling, Fall 1966–1984

Robert Venturi, Spring 1966–1970

Moshe Safdie, Spring 1971

Cesar Pelli, Spring 1972

Lewis Davis, Spring 1974

Samuel Brody, Spring 1974

Henry N. Cobb, Spring 1975

Hugh Hardy, Spring 1976

Giancarlo DeCarlo, Spring 1978

Peter Eisenman, Spring 1980

Aldo Rossi, Spring 1981

John Hejduk, Spring 1982

Helmut Jahn, Spring 1983

Paul A. Kennon, Spring 1984

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

Raimund Abraham, Spring 1985

Andrew MacMillan, Spring 1986

Rob Krier, Fall 1986

Mario Botta, Spring 1987  
 Tadao Ando, Fall 1987  
 Bernard Tschumi, Spring 1988  
 Bernard Huet, Spring 1990  
 Michael D. Sorkin, Fall 1990  
 Leon Krier and Demetri Porphyrios, Spring 1991  
 Mary Miss, Fall 1991  
 Tod Williams and Billie Tsien, Spring 1992  
 Daniel Libeskind, Fall 1992  
 George Baird, Spring 1993  
 Stanley Tigerman, Spring 1979, Fall 1993  
 Frank Stella and Robert Kahn, Spring 1995  
 Michael Wilford, Spring 1994, Fall 1995  
 Robert Mangurian and Mary-Ann Ray, Spring 1996  
 Volker Giencke, Fall 1996  
 Samuel Mockbee, Spring 1997  
 Eric Owen Moss, Fall 1994, Fall 1997  
 Charles Gwathmey, Spring 1999  
 Frank O. Gehry, Fall 1982, Fall 1985, Fall 1988, Fall 1989, Fall 1999  
 Douglas Garofalo, Fall 2000  
 Michael Hopkins, Fall 2003  
 Jaquelin T. Robertson, Fall 2004  
 Demetri Porphyrios, Spring 1989, Fall 2001, Spring 2006  
 Richard Rogers and Chris Wise, Spring 2006  
 Richard Meier, Spring 2008  
 Brigitte Shim, Spring 2008  
 David M. Schwarz, Fall 2008  
 Massimo Scolari, Fall 2006–2008  
 Lise Anne Couture, Fall 2009  
 Leon Krier, Fall 2002, Spring 2003, Fall 2005, Fall 2007, Fall 2009  
 Greg Lynn, Spring 2000–2003, Fall 2003, Spring 2005–2010

### **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 spring 1973, when the first appointment was made to Henry N. Cobb, the following architects have held this professorship:

Sir Leslie Martin, Spring 1974  
 Cesar Pelli, Fall 1974  
 Donald Stull, Fall 1975  
 Noel M. McKinnell, Spring 1976  
 Bruce Goff, Fall 1976  
 David N. Lewis, Fall 1975, Spring 1977  
 Richard Meier, Spring 1975, Fall 1977  
 Henry N. Cobb, Spring 1973, Spring 1978



Robert A.M. Stern, Fall 1978  
 Mary Jane Long, Spring 1979  
 Frank O. Gehry, Fall 1979  
 Jaquelin T. 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  
 Julie Eizenberg and Hendrik Koning, Spring 1998  
 Raimund Abraham, Fall 1998  
 Colin St. John Wilson, Spring 2000  
 Brigitte Shim, Fall 2001  
 Lise Anne Couture, Spring 2002  
 Julie Eizenberg, Spring 2004  
 Barbara Littenberg, Fall 2004  
 Glenn Murcutt, Spring 2001, Fall 2002, Fall 2005  
 Will Bruder, Spring 2003, Spring 2006  
 Tod Williams and Billie Tsien, Fall 2007  
 Diana Balmori, Fall 2008  
 Demetri Porphyrios, Fall 1999–2000, Spring 2003, Fall 2003, Spring 2005,  
 Spring 2007–2009

Gregg Pasquarelli, Fall 2009

Sean Griffiths, Charles Holland, and Sam Jacob, Spring 2010

### **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



Zaha Hadid, Spring 2000, Spring 2002, Spring 2004, Spring 2007  
 Joshua Prince-Ramus and Erez Ella, Fall 2007  
 Frank O. Gehry, Spring 2008  
 John Patkau, Spring 2009  
 Stefan Behnisch, Spring 2005–2006, Spring 2008, Fall 2009  
 Patrick Bellew and Andy Bow, Spring 2010

#### **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  
 Peter Eisenman, Fall 2001–2009, Spring 2007–2009  
 Frank O. Gehry, Spring 2002, Spring 2004, Spring 2006, Spring 2010

#### **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  
Eric Bunge and Mimi Hoang, Fall 2009  
Chris Perry, Spring 2010

**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  
Katherine Farley, Spring 2010

**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 2005–2009  
Dietrich Neumann, Spring 2007–2009  
Stanislaus von Moos, Spring 2010

**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 scholar has held this assistant professorship:

Elihu Rubin, Fall 2007–Spring 2010

# History and Objectives of the School

## HISTORY

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

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

## OBJECTIVES

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

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

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

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



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

For the programs leading to the degrees of Master of Architecture, the design studio is paramount in the School's curriculum, emphasizing the interrelationships between purpose, design, competition, collaboration, innovation, and open discussion in an environment that values risk-taking and experimentation. The design studio is a workshop in which students come together to present and discuss projects and proposals with fellow classmates, faculty, visiting critics, professionals, and the public. The design studio combines individual and group instruction, varying from desk critiques with individual faculty members, to pin-ups before several faculty members, to more formal midterm 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.

The area of 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 Yale Urban Design Workshop, in the chapter *Life at the School of Architecture*).

The diversity of course offerings in the School, therefore, represents a concern for design that 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)**

<i>Required</i>	<i>Credits</i>
1001c, Visualization I *	0

### **First Year (Fall)**

<i>Required</i>	<i>Credits</i>
1011a, Architectural Design	6
1015a, Visualization II	3
1018a, Formal Analysis	3
2011a, Structures I	3
3011a, Modern Architecture	3
	<hr/>
	18

### **First Year (Spring)**

<i>Required</i>	<i>Credits</i>
1012b, Architectural Design	3
1013b, Building Project †	3
1016b, Visualization III	3
2012b, Structures II	3
2014b, Climate and Site	1.5
2015b, Building Technology	1.5
4011b, Intro. to Urban Design	3
	<hr/>
	18

### **First Year (Early Summer)**

<i>Required</i>	<i>Credits</i>
1017c, Visualization IV ‡	3

### **Second Year (Fall)**

<i>Required</i>	<i>Credits</i>
1021a, Architectural Design	6
2021a, Environmental Design	3
3021a, Architectural Theory I: 1750–1968	3
4021a, Intro. to Planning and Development	3
Elective **	3
	<hr/>
	18§

**Second Year (Spring)**

<i>Required</i>	<i>Credits</i>
1022b, Architectural Design	6
2022b, Systems Integration	3
3022b, Architectural Theory II: 1968–Present	3
Elective **	3
Elective **	3
	<hr/>
	18§

**Third Year (Fall)**

<i>Required</i>	<i>Credits</i>
Advanced Studio Design	9
2031a, Arch. Practice and Management	3
Elective **	3
Elective **	3
	<hr/>
	18§

**Third Year (Spring)**

<i>Required</i>	<i>Credits</i>
Advanced Studio Design	9
Elective **	3
Elective **	3
	<hr/>
	15§

\*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 in mid-July and concludes in mid-August.

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

‡This course begins in early May and concludes in late June.

§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 under Academic Regulations in the chapter Life at the School of Architecture) 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](http://www.architecture.yale.edu/handbook).



# Master of Architecture II Degree Program

## POST-PROFESSIONAL DEGREE

Edward Mitchell, 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)**

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

**First Year (Spring)**

<i>Required</i>	<i>Credits</i>
Advanced Design Studio	9
3022b, Architectural Theory II: 1968–Present	3
Elective*	3
Elective*	3
	<hr/>
	18

**Second Year (Fall)**

<i>Required</i>	<i>Credits</i>
Advanced Design Studio	9
3071a, Issues in Arch. and Urbanism	3
Elective*	3
Elective*	3
	<hr/>
	18

**Second Year (Spring)**

<i>Required</i>	<i>Credits</i>
Advanced Design Studio	9
Elective*	3
Elective*	3
Elective*	3
	<hr/>
	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 under Academic Regulations in the chapter Life at the School of Architecture) 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](http://www.architecture.yale.edu/handbook).



# Master of Environmental Design Degree Program

## HISTORY/THEORY RESEARCH-BASED PROGRAM

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

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

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

The M.E.D. program is aimed at qualified applicants with a graduate or undergraduate degree in architecture or a related discipline who exhibit a strong capability for independent research. The main criterion for admission to the program is a well-defined 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 the fall term of their first year and a course in architectural theory (3022b) in the spring term of their first year. 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. program director, the dean, and the studio instructor.

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

First Year (Fall)

Required	Credits
3091a, Methods and Research Colloquium	3
3092a, Independent Research and Electives	15
	<hr/>
	18

First Year (Spring)

Required	Credits
3022b, Architectural Theory II: 1968–Present	3
3092b, Independent Research and Electives	15
	<hr/>
	18

**Second Year (Fall)**

<i>Required</i>	<i>Credits</i>
3092a, Independent Research and Electives	18

**Second Year (Spring)**

3092b, Independent Research and Electives	18
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*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.

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

*Academic Rules and Regulations*

Four terms must be spent in residence. Under exceptional circumstances, and with permission of the dean and the School's Rules Committee, students may apply for half-time status (9 credits per term), after successful completion of the first term (18 credits). Additional procedures and restrictions for the M.E.D. program can be found in the School's *Academic Rules and Regulations* section of the *School of Architecture Handbook*. This handbook can be found online at [www.architecture.yale.edu/handbook](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. The TOEFL requirement is waived only for applicants who will have received a baccalaureate degree, or its international equivalent, prior to matriculation at Yale, from a college or university where English is the primary language of instruction. 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](http://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 terms 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. Therefore, before completing the Ph.D., all candidates will be required to have at least two terms of teaching experience in their area of study at the School of Architecture or elsewhere in the University. At least one of these should be a history and theory survey course requiring direction of a discussion session. Students will also be encouraged to assist in studio teaching. Students in the Ph.D. program normally serve as teaching fellows for four terms.





## MASTER'S DEGREE

**M.Phil.** The Master of Philosophy is awarded en route to the Ph.D. The minimum requirements for this degree are that a student shall have completed all requirements for the Ph.D. except the teaching fellow experience, the prospectus, and the dissertation.

### *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 thorough 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. Mario Carpo

**554b, Ph.D. Seminar IV** 3 credits. (Required in, and limited to, Ph.D. second year, spring term.) Seminar content to be announced. Stanislaus von Moos



Where  
the  
Sidewalk  
Ends

*Stef Schreyer*

leaving  
coming



# Joint-Degree Programs and Undergraduate Studies

## JOINT-DEGREE PROGRAMS

### *School of Architecture/School of Management*

The Yale School of Architecture and the Yale 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 (M.Arch.). 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*

Alexander Felson, Coordinator

The Yale School of Architecture and the Yale 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. The three areas of concentration 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,

## 2009–2010

In course titles, *a* designates fall term, *b* designates spring term, and *c* designates summer. [Bracketed courses were 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, 2-D, and 3-D 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 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 W. 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, Job 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; for 2010 all first-year students were 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](http://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. No waivers allowed.) 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. No waivers allowed.) 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. Prerequisite: 1015a. John Eberhart, Ben Pell

**1017c, Visualization IV: Processing and Presentation** 3 credits. (Required in M.Arch. I first year, early summer. No waivers allowed.) This seven-week, intensive 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 free-hand 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. For 2010 the course was taught from May 10 until June 25. Prerequisites: 1015a, 1016b. 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

**1021a, 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, Bimal Mendis

**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. Lise Anne Couture, Davenport Visiting Professor

**1102a, Advanced Design Studio** 9 credits. Leon Krier, Davenport Visiting Professor

**1103a, Advanced Design Studio** 9 credits. Greg Pasquarelli, Bishop Visiting Professor

**1104a, Advanced Design Studio** 9 credits. Peter Eisenman, Kahn Visiting Professor

**1105a, Advanced Design Studio** 9 credits. Stefan Behnisch, Saarinen Visiting Professor

**1106a, Advanced Design Studio** 9 credits. Eric Bunge and Mimi Hoang, Kahn Visiting Assistant Professors

**1107a, Advanced Design Studio** 9 credits. 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. Greg Lynn, Davenport Visiting Professor

**1112b, Advanced Design Studio** 9 credits. Frank O. Gehry, Kahn Visiting Professor

**1113b, Advanced Design Studio** 9 credits. Sean Griffiths, Charles Holland, and Sam Jacob, Bishop Visiting Professors

**1114b, Advanced Design Studio** 9 credits. Patrick Bellew and Andy Bow, Saarinen Visiting Professors

**1115b, Advanced Design Studio** 9 credits. Chris Perry, Kahn Visiting Assistant Professor

**1116b, Advanced Design Studio** 9 credits. Deborah Berke; Katherine Farley, Bass Distinguished Visiting Architecture Fellow



**1117b, Advanced Design Studio** 9 credits. Mark Foster Gage

**1118b, Advanced Design Studio** 9 credits. Hilary Sample

**1119b, Advanced Design Studio** 9 credits. Sunil Bald

**1199b, Thesis** (formerly 599b) 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, birdhouses, 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. Not offered in 2009–2010. 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 the instructor. Limited enrollment. Peter de Bretteville

**1220a, On the Face of It: Fabrication and Facade** 3 credits. This seminar examines the reemerging 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 facade is established by examining its historical evolution and associated meanings in relation to theories of perception, faciality, and

assemblage. Students are asked to delve deeply into the formal potential of the Grasshopper scripting interface (tutorials and consultation throughout the term are provided – no experience or particular software facility is necessary) and to engage with the theoretical content discussed. Students design facade 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 “ocularcentric” understanding of architecture, this seminar explores the overlapping relationship among sight, sound, and touch. Seminar discussions based on required readings treat this subject from a sociohistorical 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 multisensory experiences in space? How can we devise new representational strategies that convincingly portray our sensory experience of space? Limited enrollment. Not offered 2009–2010. 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 this debate, such as Alvar Aalto, Hans Arp, Adolf Behne, Le Corbusier, Siegfried Ebeling, Naum Gabo, Jean Marie Guyau, Hugo Häring, El Lissitzky, László Moholy-Nagy, Antonio Sant'Elia, Filippo Tommaso Marinetti, Mies van der Rohe, and Henry Van 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 its 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

**1226b, 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. Steven Harris and visitors

**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. 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 interspersed) 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 interspersed). 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, Anibal Bellomio, Nikolas Dando-Haenisch, Kenneth Gible, Erleen Hatfield, Robert Haughney, Kristin Hawkins, John Jacobson, Andrew Marchesin, Kyoung Sun Moon, Craig Razza, Edward Stanley, Shanta Tucker, Laura Turlington

**2031a, Architectural Practice and Management** (formerly 655a) 3 credits. (Required in and limited to M.Arch. I third year, fall 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 Facades 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 facade 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 facade 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 term-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 reestablishes 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. Not offered in 2009–2010. 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

**2227a, 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 to make a short visual presentation and develop an original term-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 129b, History of Theater Architecture** A survey of European and American theater architecture as it relates to cultural and technological changes through time, this course uses the writings of current and past authorities on such subjects as acoustics, space layout, and decoration to illustrate and evaluate these buildings' many variations. Two hours a week. Open to nondepartmental students with permission of the instructor. Alan Hendrickson

**DRAM 339a, Architectural Acoustics** This course is both an introduction to the basic principles and terminology of acoustics and a survey of the acoustics of performance venues, with an emphasis on theaters. The course covers physical acoustics, room acoustics, psychoacoustics, electroacoustics, sound isolation, and noise and vibration control. The goals are to furnish the student with a background in acoustical theory and practice, and an understanding of the acoustical priorities in various performance spaces and the basics of achieving those needs. Two hours a week. Open to nondepartmental students with permission of the instructor. David Kahn

**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 737a<sup>U</sup>, 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 1214a, 2227a, 4211b, 4212a, 4213a, 4214b, 4217b, 4222a, and 4223b will satisfy one of the History and Theory elective requirements provided a research paper is required, although those listed from the Urbanism and Landscape study area 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 postwar 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** (formerly 723a or b) 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 — premodern, early modern, high-modern, late-modern, postmodern, 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- to 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. Not offered in 2009–2010. 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. Not offered in 2009–2010. Eeva-Liisa Pelkonen]

**[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 postwar 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 Reintegration* (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 post-modernism 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 interdisciplinary 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 is often experienced individually, how can architecture express communal identity or tradition? How are concepts of the ineffable realized in material form? Architects discussed included Perret, Plecnik, Lutyens, Wright, Le Corbusier, Mendelsohn, El-Wakil, Tange, Kahn, Ando, Barragan, Monoco, 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 (Crichtley, 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 focuses on the historical and contemporary factors that 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

[**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, Aldo van Eyck, Alison and Peter Smithson, BBPR, Max 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, Forster, 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 & Associates in Context** 3 credits. This seminar examines a choice of projects and buildings by Venturi, Scott Brown & 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 & 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 & 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 they relate 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. Chris Perry

**3236b, Modernism in Yugoslavia, 1918–1991: Architecture, Politics, and the 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-World War II 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 sociopolitical issues. Readings consist of a variety of materials including books on the subject, periodicals and magazines, studies of sociopolitical 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 term. Limited enrollment. Ljiljana Blagojević

**3237b, Human/Nature: Architecture, Landscape, Technology** 3 credits. Our global environmental crisis underscores the imperative for allied design professionals—architects and landscape architects—to join forces to create integrated designs for innovative environments that address pressing ecological issues. But longstanding disciplinary divisions at work, at least since the establishment of both practices in the nineteenth century, frustrate this crucial endeavor: today, green design and green landscape constitute parallel products, rather than design-oriented fields, that have little formal or programmatic impact on the projects we make. This seminar is based on the premise that the challenge of posing a vital new model of interdisciplinary practice—one that is both formally sophisticated and environmentally responsible—first requires us to explore how we came to this impasse. Looking at the architecture/landscape divide from a cultural and historical perspective, this seminar traces this rift to a series of deep-seated yet suspect polarities that have shaped Western attitudes about the relationship between people and the environment and explores how these engrained cultural concepts have shaped the design approaches and codes of professional conduct that inform American landscape and architecture practice from the nineteenth century until today. Limited enrollment. Joel Sanders

**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 inexorable-ness, 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 Djenné, Berber art and architecture, Mauritanian sites, the monumental stone architecture of Zimbabwe, the sacred architecture of Ethiopia, and Muslim-influenced architecture from Rabat to Zanzibar. Then comes a case-by-case examination of some of the sites of African influence on the architecture of the Americas—the Puerto Rican *casita*; the southern verandah; the round-houses of New York, Virginia, North Carolina, Mexico, Panama, and Colombia; Ganvie, the Venice of West Africa, and its mirror image among the tidal stilt architectures of blacks of the Choco area in Pacific Colombia. 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 visibility 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. Note that the elective course 3222a will satisfy the Urbanism and Landscape elective requirement, although it cannot satisfy both the History and Theory and the Urbanism and Landscape elective requirements. 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 reuse 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, 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 with 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** (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, sociohistorical 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]

**4221a, 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 standpoints of the developer, lender, and investor. Principles of location, financing, timing of market cycles, leasing, ownership structure, and external factors are explored. Students are expected to evaluate assets, partnership interests, and other positions such as debtor interests through valuation measurement, which requires the use of some simple mathematics. An HP-12C calculator or laptop computer with Excel is required. In addition to out-of-class assignments, a brief exercise is included during each class. Students also examine commercial deeds, leases, partnership agreements, and other legal documents. Each student selects a building or development site within New Haven County for a due diligence analysis of zoning, real estate taxes, deeds, liens, market supply and demand, projected income and expenses, and availability of debt. Limited enrollment. Kevin D. 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

**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

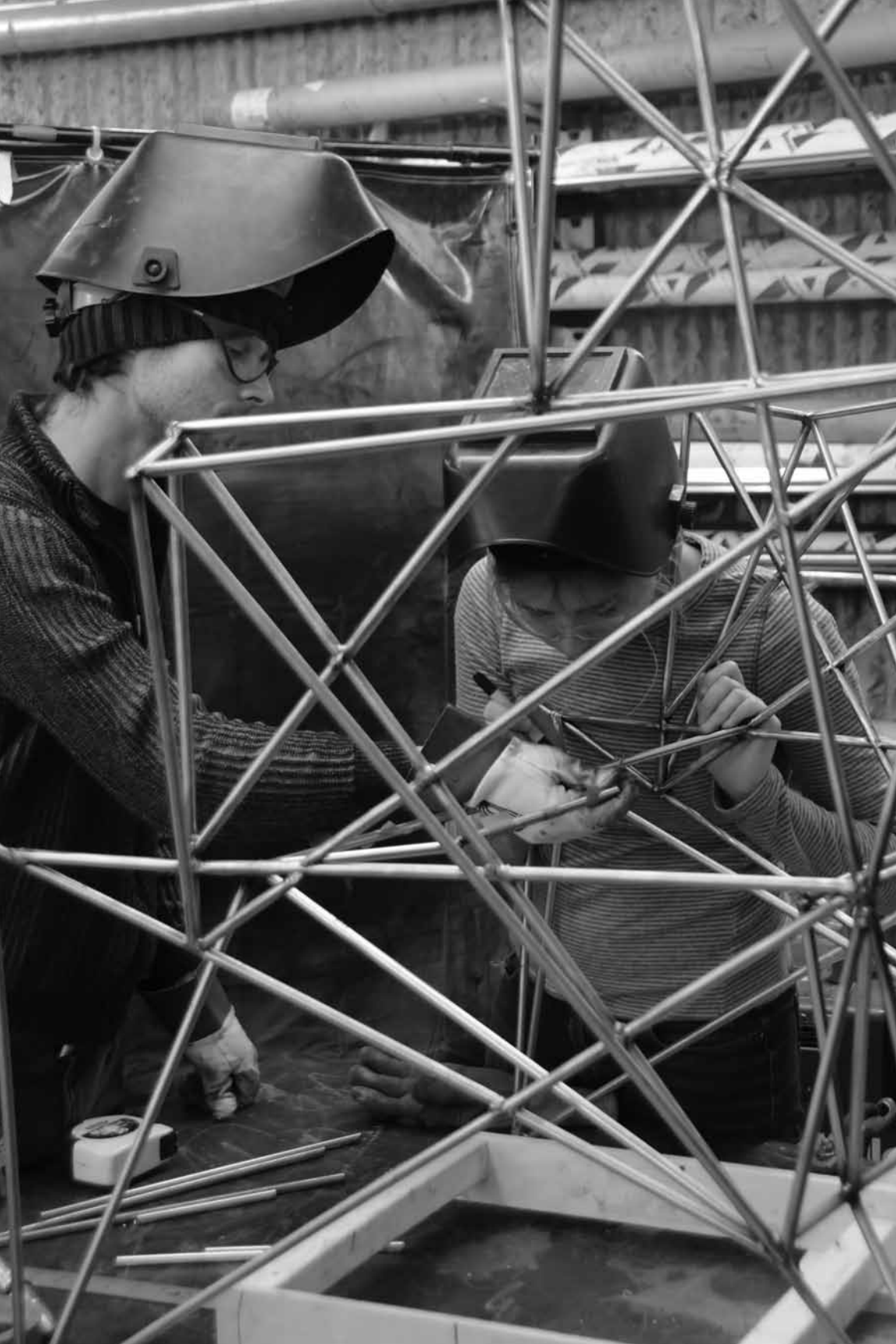
**F&ES 86059a, Cities and Sustainability in the Developing World** 3 credits. Most population growth in the twenty-first century will occur in the urban areas of the developing world, which are expected to increase by 2 billion inhabitants by 2030. Urban living poses environmental hazards, which affect 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 4, 2010. The day's program offers opportunities 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 Alejandro Zaero-Polo, Norman R. Foster Visiting Professor. Interested applicants planning to attend the Open House should register online at [www.architecture.yale.edu](http://www.architecture.yale.edu) by October 29, 2010.

## GENERAL ADMISSION REQUIREMENTS

Students matriculate only at the beginning of each academic year. All students are expected to attend full-time.

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 the chapter International Students for information regarding additional admission requirements.

Visit [www.architecture.yale.edu](http://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.

### *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.ARCH. 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 details on the submission of the research proposal below and in the chapter Master of Environmental Design Degree Program.) 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 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 for the M.Arch. programs will be required to submit a portfolio, both online and separately in hard copy. See below for more detailed information on each required component of the application process.

The online application can be accessed, when it is available, at [www.architecture.yale.edu/apply](http://www.architecture.yale.edu/apply). Applications and required portfolios for programs beginning in the 2011–2012 academic year must be submitted no later than January 2, 2011. 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.



**Application fee** Applications will be considered only when payment of a nonrefundable application fee has been received. For the 2011–2012 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 is 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 official 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. Mail to Office of Admissions, Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242, USA.

Hard-copy transcripts are not required for the application process. Applicants who are offered admission and who accept that offer, however, will be required to have their respective institutions submit directly to the School official hard-copy transcripts that, if appropriate, also indicate the degree awarded.

**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](http://www.ets.org/gre). Although the test may be taken at any time, it should be taken no later than the preceding November so that scores will reach the School by no later than January 2, 2011.

The Internet-based Test of English as a Foreign Language (TOEFL iBT) is required of all applicants whose native language is not English, regardless if the applicant's prior education was at an institution where English was the primary language of instruction. 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, non-Internet-based TOEFL score from a test that did not include the TSE and is applying for the 2011–2012 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](http://www.toefl.org). The TOEFL must be taken by no later than November 15, 2010, 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.

Applicants must include their required examination scores on the application for each test date taken. Please do not send hard copies.

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, 2011, 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. 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. programs only) *Two identical versions* of a well-edited portfolio of the applicant's creative work are required. A hard-copy version must be sent directly to the School. A second identical version will need to be uploaded to the online application. Both versions of the portfolio must be *received* at the School by no later than January 2, 2011. Hard-copy portfolios should not exceed nine by twelve inches and should be no more than one and one-half inches thick. Oversize portfolios will not be accepted. Portfolios may not contain discs or videos. 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.

Use the following addresses for submission of the hard-copy portfolio:

**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

**Sending materials via Express Delivery  
or Courier Services:**

Office of Admissions  
Yale School of Architecture  
180 York Street  
New Haven CT 06511-8924  
USA

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

Due to the large number of portfolios submitted, receipt of your hard-copy portfolio may not be reflected in your online application status until after January 14, 2011.

**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 director 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, such as transcripts, recommendations, and standardized test scores, as well as other information submitted in support of an application. By submission of an application, applicants automatically grant consent to such verification. Should it be determined at any time that any credential or other information submitted during the application process has been misrepresented, the University reserves the right to rescind the offer of admission and to prevent registration.



# Tuition, Fees, and General Expenses

## TUITION

The tuition fee for the academic year 2010–2011 is \$37,750. This fee includes health care services under Yale Health, 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 \$900 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 2010–2011 are available as of April 1 online and can be submitted directly from the Web site ([www.yale.edu/gradhousing/incoming/application.html](http://www.yale.edu/gradhousing/incoming/application.html)). 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](mailto:grad.dorms@yale.edu), tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact [grad.apts@yale.edu](mailto:grad.apts@yale.edu), tel. 203.432.8270, fax 203.432.4578.

The Yale Off-Campus Housing Service is available to the Yale community. A new system has been designed to allow incoming affiliates to the University access to the online database by visiting the Web site at [www.yale.edu/offcampushousing](http://www.yale.edu/offcampushousing). The use of your University NetID allows you immediate access to search the listings. Those who do not have their NetID can set themselves up as a guest by following the simple instructions. For answers to questions, please e-mail [ofc@yale.edu](mailto:ofc@yale.edu) or call 203.432.9756.

### *Food Services*

Yale Dining (YD) has tailored its services to meet the particular needs of graduate and professional school students by offering meal plan options that allow flexibility and value. The *Any 10 Meal Plan* offers meal service at the Hall of Graduate Studies dining hall and

University Commons. It provides ten meals per week, plus six bonus meals per year and \$75 per term in points to be used for additional meals during the week or at our retail locations on campus. Nonresident students may purchase a 5 *Meal Plan* with three bonus meals, good Monday through Friday.

YD 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, Durfee's Convenience Store at 200 Elm Street, and uncommon at Commons. 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 (\$5), lunch (\$10.25), and/or dinner (\$13.25) and require the diner to be accompanied by a host from that college.

Inquiries concerning food services should be addressed to Yale Dining, 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](http://www.yale.edu/dining).

TOTAL COST OF EDUCATION

For a single student living off campus in the 2010–2011 academic year, a reasonable, albeit modest, estimate of total cost may be estimated by the following costs to be \$56,432 for first-year M.Arch. I students and \$55,132 for all other students.

	<i>First-Year M.Arch. I</i>	<i>All other students</i>
Tuition	\$37,750	\$37,750
Fees	900	900
Yale Health Hospitalization/ Specialty Coverage	1,416*	1,416*
Room and Board	12,500	11,400
Books/Personal Expenses	3,950	3,750
	<hr/> \$56,516	<hr/> \$55,216

\*Students may receive a waiver of the \$1,416 hospitalization fee from Yale Health upon evidence that they have valid and sufficient alternative hospitalization coverage. Further information regarding health services can be found in the chapter Life at Yale University.

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 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](http://www.yale.edu/sis/ebep)) are sent to all students at their official Yale e-mail addresses and to all student-designated authorized payers. It is imperative that all students 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 late fees of \$125 per month (up to a total of \$375 per term) 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. 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 \$125 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](http://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 18. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 3" from the Main Menu. The enrollment form can be found online in the Yale Payment Plan section of the Student Accounts Web site: [www.yale.edu/sfas/financial/accounts.html#payment](http://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 2010–2011, the last days for refunding federal student aid funds will be October 27, 2010, in the fall term and March 25, 2011, 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, 2010, in the fall term and January 16, 2011, 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 20, 2010, in the fall term and January 31, 2011, 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 17, 2010, in the fall term and February 27, 2011, 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 Federal Unsubsidized Direct Loans, if any; then to Federal Subsidized Direct Loans, if any; then to Federal Perkins Loans; Federal Direct Graduate PLUS Loans; next to any other federal, state, private, or institutional scholarships and loans; and, finally, any remaining balance to the student.
5. Recipients of federal and/or institutional loans who graduate or withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive a mailing from Student Financial Services with an exit packet and instructions on completing this process.



# 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 1, 2011. This form is available online at [www.architecture.yale.edu/financialaid](http://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](http://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](http://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, 2011.* 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 Direct Loans have a fixed interest rate, 6.8%. There is an origination fee of 1% with an up-front rebate of 0.5%. Students with calculated financial need may borrow up to \$8,500 through subsidized Federal Direct Loans and up to an additional \$12,000 through unsubsidized Federal Direct 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 Direct 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 Direct 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 7.9%, and an origination fee of 4% with an up-front rebate of 1.5%. 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.federalstudentaid.ed.gov](http://www.federalstudentaid.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, a School of Architecture Verification and Loan Form, and, if a Family Resource Scholarship is awarded, the parents' federal tax returns. In addition, matriculating students who applied for a Federal Direct Loan (subsidized and/or unsubsidized) or a Perkins Loan will be required to have an online entrance interview before any loan proceeds can be disbursed. The School reserves the right to adjust a student's financial aid award if the actual income or asset information of the parent, student, or spouse is different from the original information estimated on the financial aid application(s). In addition, all awards are contingent on the student meeting the general eligibility requirements specified by the U.S. Department of Education, including satisfactory academic progress requirements. *Applicants in default on a student loan will not be eligible for any financial aid until the default status has been cleared and documentation provided to the Financial Aid Office.*

## FINANCIAL AID FOR INTERNATIONAL STUDENTS

See the chapter International Students for financial aid information for international students.

## ADDITIONAL SOURCES OF FUNDING

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

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

### *Other Loan Programs*

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

## FINANCIAL AID AND GRADES

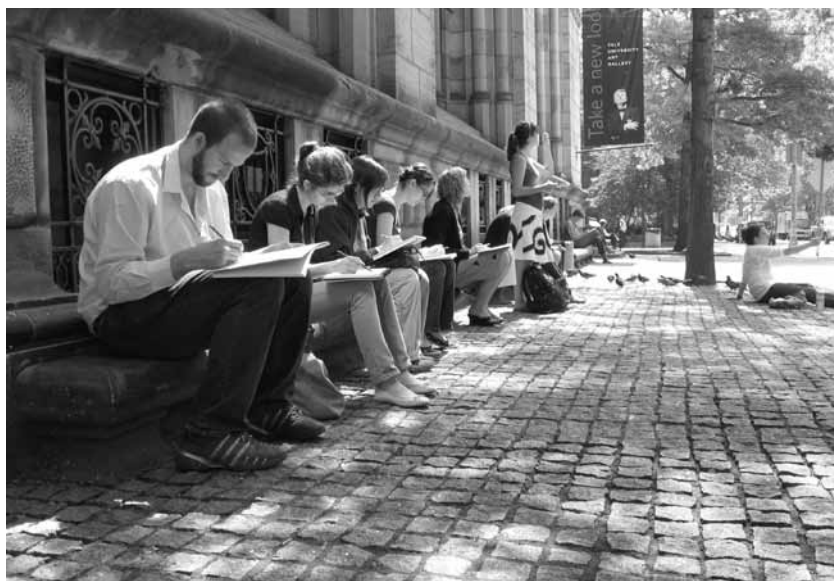
All students receiving any form of financial aid from the School of Architecture and the University (Federal Direct Loans, Federal Perkins Loans, School of Architecture work-study jobs, scholarships) must maintain a satisfactory grade level in all courses and studio work. If a student does not obtain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

## ADDITIONAL INFORMATION

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

## BENEFITS FROM THE 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](http://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](http://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 2010–2011 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](http://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 2011–2012 academic year at the Yale School of Architecture must complete the General Test of the Graduate Record Examination (GRE) Program (see Standardized Examinations in the chapter Admissions).

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 Standardized Examinations in the chapter Admissions).

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](http://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.

See the chapter Admissions 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 the chapter Financial Assistance for the Master's Programs 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](http://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](http://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, 2011.* 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.

See also Additional Sources of Funding in the chapter Financial Assistance for the Master's Programs.

## 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, postdoctoral associates, 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 local hosts for international students and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

OISS maintains an extensive Web site ([www.yale.edu/oiss](http://www.yale.edu/oiss)) 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. To subscribe to any list, send a message to [oiss@yale.edu](mailto: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 the Office of International Students and Scholars (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, call 203.432.2305 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 2009, lecturers included:

Glenn Adamson, Victoria and Albert Museum and Brendan Gill Lecturer  
Eric Bunge, Architect and Louis I. Kahn Visiting Assistant Professor  
Lise Anne Couture, Architect and William B. and Charlotte Shepherd Davenport  
Visiting Professor  
Mark Foster Gage, Architect and Assistant Professor  
Mia Hagg, Architect  
Mimi Hoang, Architect and Louis I. Kahn Visiting Assistant Professor  
Vikram Prakash, Professor of Architecture, University of Washington, Seattle  
Hilary Sample, Architect and Assistant Professor

In spring 2010, lecturers included:

Bryan Bell, Architect  
Denise Scott Brown, Architect and Paul Rudolph Lecturer  
Katherine Farley, Developer and Edward P. Bass Distinguished Visiting Architecture  
Fellow

Frank O. Gehry, Architect and Louis I. Kahn Visiting Professor  
 Armin Linke, Artist and Myriam Bellazoug Memorial Lecturer  
 Jürgen Mayer H., Architect  
 Elizabeth Meyer, Landscape Architect and Timothy Egan Lenahan Memorial Lecturer  
 Stanislaus von Moos, Vincent Scully Visiting Professor of Architectural History  
 Guy Nordenson, Structural Engineer and Gordon H. Smith Lecturer  
 Eva-Liisa Pelkonen, Associate Professor  
 Chris Perry, Architect and Louis I. Kahn Visiting Assistant Professor  
 Emmanuel Petit, Assistant Professor  
 Elihu Rubin, Daniel Rose (1951) Visiting Assistant Professor  
 Saskia Sassen, Columbia University and David W. Roth and Robert H. Symonds  
 Memorial Lecturer  
 Tom Vanderbilt, Author and Eero Saarinen Lecturer  
 Robert Venturi, Architect and Paul Rudolph Lecturer

## SYMPOSIA

During 2009–2010, the School of Architecture sponsored several symposia.

“Constructed Objects: Architects as Designers in the 20th Century,” a two-day symposium on November 12–13, 2009, inspired by the Swid Powell Collection and Records at the Yale University Art Gallery and organized by John Stuart Gordon, Benjamin Attmore Hewitt Assistant Curator at the Yale University Art Gallery, investigated the intersection of architecture and design from the Arts and Crafts movement to the present day. Glenn Adamson delivered the keynote address. Those attending heard from the following speakers:

Glenn Adamson, Victoria and Albert Museum and Brendan Gill Lecturer  
 Edward S. Cooke, Jr., Yale University  
 Julie Emerson, Seattle Art Museum  
 John Stuart Gordon, Yale University  
 Marc Hacker, Entrepreneur  
 Kathryn B. Hiesinger, Philadelphia Museum of Art  
 Karen Koehler, Hampshire College  
 Ronald T. Labaco, High Museum of Art  
 Brian Lutz, Scholar  
 Richard Meier, Architect  
 Jennifer Komar Olivarez, Minneapolis Institute of Arts  
 Emmanuel Petit, Yale University  
 Addie Powell, Entrepreneur  
 Nan Swid, Entrepreneur  
 Robert A.M. Stern, Yale University  
 Stanley Tigerman, Architect  
 Calvin Tsao, Architect



“Architecture After Las Vegas,” a three-day symposium on January 21–23, 2010, coinciding with an exhibition in the School’s Architecture Gallery “What We Learned: The Yale Las Vegas Studio and the Work of Venturi, Scott Brown & Associates,” explored the impact that Las Vegas; the work of Venturi, Scott Brown & Associates; and *Learning from Las Vegas* have had upon architecture and urbanism. Robert Venturi and Denise Scott Brown delivered the keynote address. Those attending heard from the following speakers:

Stan Allen, Princeton University  
 David Allin, Architect  
 Maristella Casciato, University of Bologna  
 Beatriz Colomina, Princeton University  
 Valéry Didelon, Architect  
 Peter Eisenman, Yale University  
 Peter Fischli, Artist  
 Kurt W. Forster, Yale University  
 Dan Graham, Artist  
 Neil Levine, Harvard University  
 Libby Lumpkin, Art Historian and Curator  
 Mary McLeod, Columbia University  
 Rafael Moneo, Harvard University  
 Stanislaus von Moos, Yale University  
 Emmanuel Petit, Yale University  
 Alan Plattus, Yale University  
 Elihu Rubin, Yale University  
 David Schwarz, Architect



Denise Scott Brown, Architect and Paul Rudolph Lecturer

Katherine Smith, Agnes Scott College

Ralph Stern, University of Washington

Robert A.M. Stern, Yale University

Martino Stierli, University of Basel

Karin Theunissen, Delft University of Technology

Robert Venturi, Architect and Paul Rudolph Lecturer

Aron Vinegar, Ohio State University

“Positioning Global Systems,” a two-day symposium organized by the School’s second-year M.E.D. students on April 15–16, 2010, explored the relationship between networks and locality in the built environment. Saskia Sassen delivered the keynote address. Those attending heard from the following speakers (asterisk indicates student status):

Ljiljana Blagojević, Yale University

Nathan Bright, Yale University\*

Ozlem Caglar-Tombus, Yale University\*

Hye Jean Chung, University of California, Santa Barbara\*

Andrew Crocco, University of Pennsylvania\*

Peggy Deamer, Yale University

Matthew Heins, University of Michigan\*

Robert Lemon, University of Texas at Austin\*

Ariane Lourie Harrison, Yale University

Olga Pantelidou, National Technical University of Athens, Greece\*

Maria Prieto, University of Navarra, Spain\*

David Sadighian, Yale University\*



Saskia Sassen, Columbia University and David W. Roth and Robert H. Symonds  
 Memorial Lecturer  
 Erin Eckhold Sassin, Brown University\*

“Building Information Modeling: Implications for Architectural Pedagogy,” a one-day symposium on April 24, 2010, explored the intersection of BIM and the academy. Those attending heard from the following speakers:

David Benjamin, Columbia University  
 Philip Bernstein, Yale University  
 Danelle Briscoe, University of Texas at Austin  
 Andre Chaszer, Delft University  
 Renee Cheng, University of Minnesota  
 Peggy Deamer, Yale University  
 John Durbrow, Illinois Institute of Technology  
 Anna Dyson, Center for Architecture Science and Ecology  
 Josh Emig, Auburn University  
 David Fano, CASE Design  
 Martin Finio, Yale University  
 Martin Fischer, Stanford University  
 John Folan, Carnegie Mellon University  
 Erleen Hatfield, Buro Happold  
 Robert Holland, Pennsylvania State University  
 Paul Holley, Auburn University  
 Scott Marble, Columbia University  
 John Messner, Pennsylvania State University  
 John Nastasi, Stevens Institute of Technology  
 Donna Robertson, Illinois Institute of Technology  
 Paul Stoller, Atelier Ten  
 Paolo Tombesi, University of Melbourne  
 Jason Vollen, Center for Architecture Science and Ecology

## 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 2009–2010 included:

*The Green House: New Directions in Sustainable Architecture*  
 August 24–October 16, 2009

*What We Learned: The Yale Las Vegas Studio and the Work of Venturi, Scott Brown & Associates*  
 October 29, 2009–February 5, 2010

*Eero Saarinen: Shaping the Future*  
 Dual exhibit at Architecture Gallery and the Yale University Art Gallery  
 February 19–May 2, 2010

*Next!*

Year-End Exhibition of Student Work

May 22–August 1, 2010

## PUBLICATIONS

The School supports two student-edited architectural publications. *Perspecta: The Yale Architectural Journal*, the oldest student-edited architectural journal in the United States, is internationally respected for its contributions to contemporary architectural discourse with original presentations of new projects as well as historical and theoretical essays. *Perspecta's* editors solicit articles from distinguished scholars and practitioners from around the world, and then, working with graphic design students from the School of Art, produce the journal. *Retrospecta*, an annual journal that includes samples of student work and activities at the School during each academic year, is edited by students and published by the School.

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

A number of books have been published in connection with work developed in the School. These include *Hadid Studio Yale* (Monacelli Press, 2001), edited by Douglas Grieco, Wendy Ing, and Nina Rappaport; *The Millennium House* (Monacelli Press, 2004), edited by 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 Behnisch/Gerald Hines* (W.W. Norton, 2006), edited by Nina Rappaport with Markus Dochantschi and Jonah Gamblin; *Future-Proofing 02: Stuart Lipton/Richard Rogers/Chris Wise/Malcolm Smith* (W.W. Norton, 2007), edited by Nina Rappaport with Andrew Steffen; *The Yale Building Project: The First 40 Years* (Yale University Press, 2007), Richard W. Hayes; *Layered Urbanisms* (W.W. Norton, 2008), edited by Nina Rappaport and Julia Stanat with Erin Carraher and Christopher Yost; *The Human City, King's Cross Central 03: Roger Madelin/Demetri Porphyrios* (W.W. Norton, 2009), edited by George Knight, Nina Rappaport, and Aaron Taylor; *Philp Johnson: The Constancy of Change* (Yale University Press, 2009), edited by Emmanuel Petit.

## YALE URBAN DESIGN WORKSHOP

Alan Plattus, Director

Andrei Harwell, Project Manager

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

Student Fellows 2009–2010: Nicholas Caruso, Artem Melikyan

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 Bridgeport, Bristol, New Haven, West Haven, Winsted, and Woodbridge, as well as the design of a supportive housing project in Bridgeport. The YUDW recently collaborated with faculty of the Technical University of Munich on a workshop that brought students from Munich to look at sustainable development on former industrial sites on the Pequonnock River in Bridgeport, Connecticut. In the summer of 2010, the YUDW will begin work with the city of New London, Connecticut, on the highly contested Fort Trumbull site, subject of the landmark Supreme Court ruling in *Kelo v. New London*.

In 2010, the YUDW has been awarded an "Access to Excellence in Design: Stewardship" grant from the National Endowment for the Arts to develop, with its partner, the Greater Valley Chamber of Commerce, a conceptual design for a Naugatuck Valley Industrial Heritage Trail. The project will look at the reuse and interpretation of former industrial sites along the Brass Valley in a coordinated regional master plan that will encourage tourism and preservation of Connecticut's industrial heritage.

In May of 2010, Alan Plattus presented the conceptual design framework of the Jordan River Peace Park at an international conference on the future of the Jordan River in Amman, Jordan. The framework was developed in 2008 by a YUDW team of faculty and students who helped to organize and lead a design charrette in the Jordan River Valley, developing 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 (FoEME), an NGO involved in environmental peacemaking in the region. The charrette brought together Yale faculty and students to work with Jordanian, Israeli, and Palestinian professionals and students. The YUDW is currently continuing its collaboration on the park, assisting FoEME with the restoration and interpretation of the first concrete element of the park design: a Bauhaus-style train station.

## 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*

Soon after 1868, the Arts Library was established as part of the Yale University Library, one of the great libraries in the world, and in 2008 it was renamed the Robert B. Haas Family Arts Library. 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.

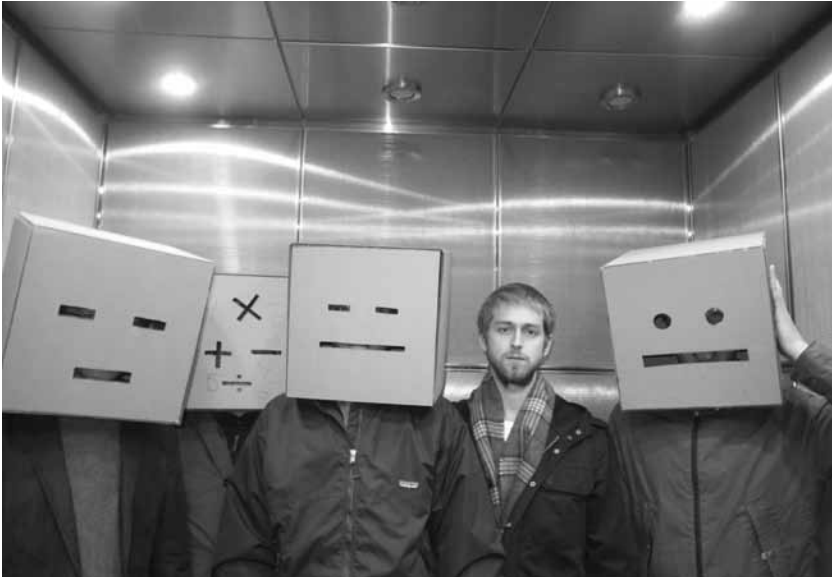
The Haas Family Arts Library staff gladly assists students and faculty in exploring the enormously rich library resources at Yale and offer a wide-ranging instructional program aimed at quickly initiating new members of the community into the complex world of information resources.

### *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 integrated information systems are an integral part of the School's curriculum. The School provides students with a high-quality and robust information infrastructure, including 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, two advanced computer labs, dedicated printing rooms and plotting



clusters 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 facilities and resources for students' design, research, computational, communication, and fabrication needs. In addition, wireless access points are located throughout the studios and classrooms to allow students, if they desire, to supplement their school-supplied computer with their own laptop. The School provides large mobile LCD screens with workstations, digital cameras, large-format plotters, 2-D and 3-D printers, and scanners for individual student use. In addition, students at the School have access to the Digital Media Center for the Arts (DMCA) at 149 York Street, a multimedia facility that was created to explore new areas of education and cross-disciplinary interaction that result when traditional art collides with the computer age.

## ACADEMIC REGULATIONS

### *Grading System*

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

## Course Changes

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

## Class Cancellations

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

## Portfolio Requirement

All students working toward an M.Arch. degree must maintain a portfolio of work done in studio courses. 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, online, 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 spring 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 graduating students to receive their diploma, they are required to submit both a "hard-copy" version and a digital version of their portfolio. The digital versions will be placed in the University Archives, where, upon receipt, they will be open to all researchers.



### *Interim Progress Evaluations*

After the end of a student's second-year spring 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 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 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 (such as financial), medical, or parental reasons.

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 are eligible for a personal leave after satisfactory completion of at least a full academic year of study. Students are eligible for a medical or parental leave any time after matriculation.

Students who for medical reasons must take a leave of absence are required to get a written letter from a physician on the staff of Yale Health 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 Yale Health. 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.

The School of Architecture reserves the right to place a student on medical leave of absence when, on the recommendation of the director of Yale Health or the chief of the Department of Mental Health and Counseling, the dean of the School determines that the student is a danger to self or others because of a serious medical problem.

Students on a leave of absence are not eligible for financial aid, including loans; and in most cases, student loans are not deferred during leaves of absence. Therefore, students who receive financial aid must contact the Financial Aid Office prior to taking a leave of absence. International students who apply for a leave of absence must consult with the Office of International Students and Scholars (OISS) regarding their visa status.

Although students on a leave of absence are not eligible for the use of any University facilities normally available to enrolled students, they may continue to be enrolled in Yale Health by purchasing coverage through the Student Affiliate Coverage plan. In order to secure continuous health coverage, enrollment in this plan must be requested prior to the beginning of the term in which the student will be on leave or, if the leave commences during the term, within thirty days of the date when the leave is approved. Coverage is not automatic; enrollment forms are available from the Member Services Department of Yale Health, 203.432.0246.

Students on leave who do not return at the end of the approved leave, and do not request and receive an extension from the chairperson of the Rules Committee, are automatically dismissed from the School.



### *U.S. Military Leave Readmissions Policy*

Students who wish or need to interrupt their studies to perform U.S. military service are subject to a separate U.S. military leave readmissions policy. In the event a student withdraws or takes a leave of absence from Yale School of Architecture to serve in the U.S. military, the student will be entitled to guaranteed readmission under the following conditions:

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or verbal notice of such service to the registrar and the chairperson of the Rules Committee. In providing the advance notice the student does not need to indicate whether he or she intends to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.
3. The student must not be away from the School to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the School to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the registrar and the chairperson of the Rules Committee to determine if the student remains eligible for guaranteed readmission.

4. The student must notify the School within three years of the end of his or her U.S. military service of his or her intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the military service has up until two years after recovering from the illness or injury to notify the School of his or her intent to return.
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

A student who meets all of these conditions will be readmitted for the next term, unless the student requests a later date of readmission. Any student who fails to meet one of these requirements may still be readmitted under the general readmission policy but is not guaranteed readmission.

Upon returning to the School, the student will resume his or her education without repeating completed course work for courses interrupted by U.S. military service. The student will have the same enrolled status last held and with the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. Yale may charge up to the amount of tuition and fees other students are assessed, however, if veteran's education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left.

In the case of a student who is not prepared to resume his or her studies with the same academic status at the same point where the student left off or who will not be able to complete the program of study, the School of Architecture will undertake reasonable efforts to help the student become prepared. If after reasonable efforts, the School determines that the student remains unprepared or will be unable to complete the program, or after the School determines that there are no reasonable efforts it can take, the School may deny the student readmission.

## 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](http://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*.



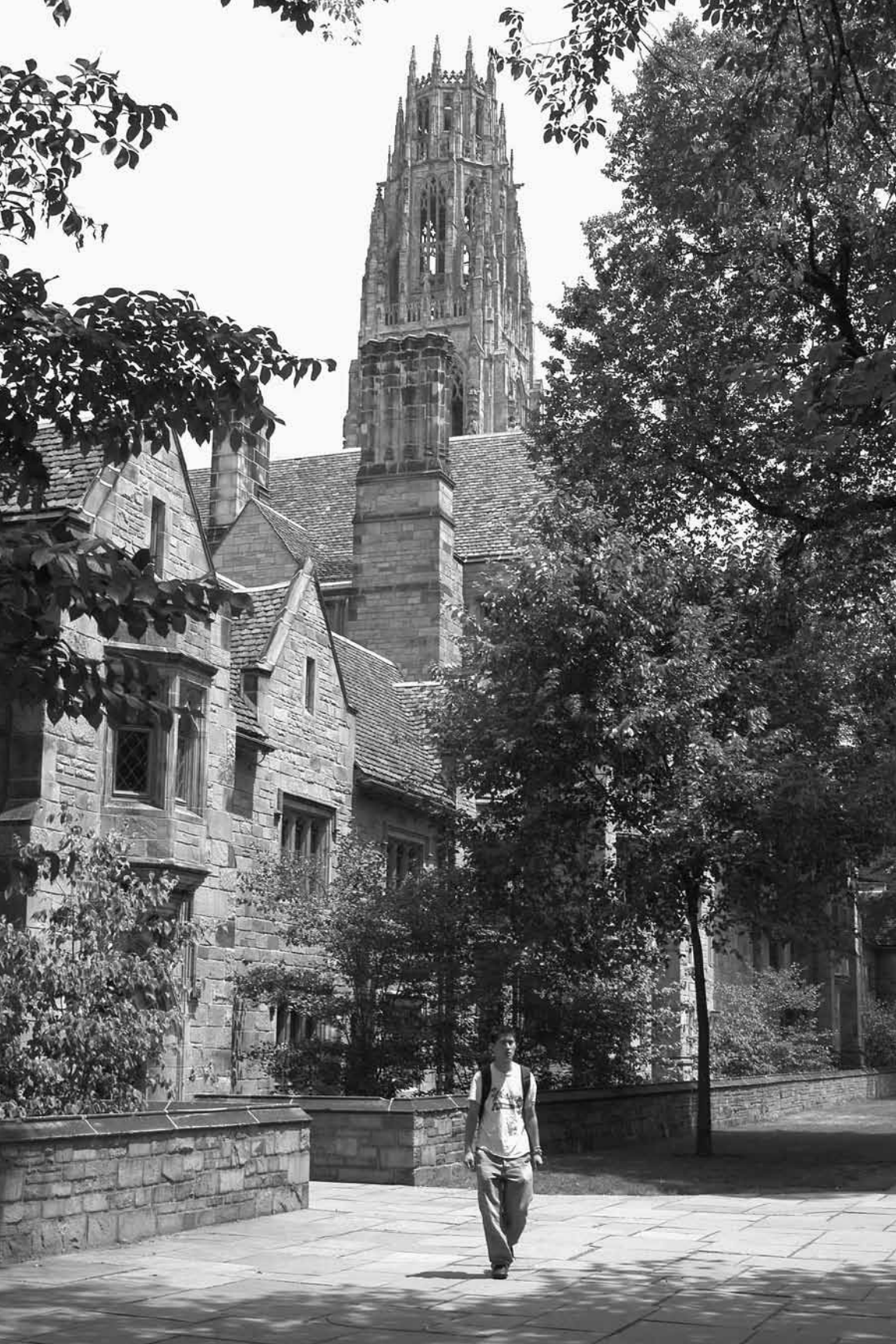
5. The School reserves the right to retain examples of a student's work each term for exhibition purposes, and no work may be removed without permission.

## 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; is 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; is 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. Arts Library Liaison Committee (four faculty members, one student). Advises the Arts Library on acquisition and maintenance issues.
9. 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.
10. Curriculum Advisory Committee (three faculty members, four students). Makes curriculum recommendations to the dean.
11. 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
12. 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, the graduate school, and the twelve 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 “International Framework: Yale’s Agenda for 2009 to 2012,” which is available online at [www.world.yale.edu/framework/index.html](http://www.world.yale.edu/framework/index.html).

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. See [www.yale.edu/oia](http://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](http://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](http://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 [www.ycsg.yale.edu](http://www.ycsg.yale.edu).

The Yale World Fellows Program hosts fifteen 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. See [www.yale.edu/worldfellows](http://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. See [www.world.yale.edu](http://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) newspaper 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 12 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.

Today the gallery’s encyclopedic collection numbers more than 185,000 objects ranging in date from ancient times to the present day. These holdings comprise a world-renowned collection of American paintings and decorative arts; outstanding collections of Greek and Roman art, including the artifacts excavated at the ancient Roman city of Dura-Europos; the Jarves, Griggs, and Rabinowitz collections of early Italian paintings; European, Asian, and African art from diverse cultures, including the recently acquired Charles B. Benenson Collection of African art; art of the ancient Americas; the Société Anonyme Collection of early-twentieth-century European and American art; and Impressionist, modern, and contemporary works.

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.

The gallery is currently embarking on the next phase of its expansion project, which includes the renovation of the Swartwout building and Street Hall, the two historic structures adjacent to the recently renovated Kahn building.

### *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. In addition to recitals by graduate and faculty performers, the School of Music presents the Yale Philharmonia, the Chamber Music Society at Yale, the Duke Ellington Jazz Series, the Horowitz Piano Series, New Music New Haven, Yale Opera, and concerts at the Yale Collection of Musical Instruments. Undergraduate organizations include the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, productions of new music and opera, and undergraduate recitals. The Institute of Sacred Music presents 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, organize social events and orientation activities, provide modest funding to student groups, and assist in community service 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](mailto:gpss@yale.edu) or visit [www.yale.edu/gpss](http://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 Center, 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, a small meeting room, a music practice room, a family playroom, and an ITS computer lab with printer and copier. The McDougal Center is open weekdays, weeknights, and weekends during the academic year, with reduced hours during recesses and summer. For more information or to sign up for various e-mail notes, please visit [www.yale.edu/graduateschool/mcdougal](http://www.yale.edu/graduateschool/mcdougal); tel., 203.432.BLUE; e-mail, [mcdougal.center@yale.edu](mailto: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. Kipthuth 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, designed by Eero Saarinen, a 1934 graduate of the School, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, 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 can be obtained from the Sport and Recreation Office, 203.432.1431. Please check the Yale Athletics Web site ([www.yale-bulldogs.com](http://www.yale-bulldogs.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 fourth week of June through Labor Day. For more information, telephone 203.432.2492 or visit the Web page at [www.yalebulldogs.com](http://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, ultimate, 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](http://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](http://www.yale.edu/chaplain).

## HEALTH SERVICES

The new Yale Health Center opens on campus at 55 Lock Street in late summer 2010 (until then, services will be provided at the 17 Hillhouse Avenue location). The center is home to Yale Health, a not-for-profit, physician-led health coverage option that 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 acute care clinic, and specialty services such as allergy, dermatology, orthopedics, and a travel clinic. Yale Health coordinates and provides payment for the services provided at the Yale Health Center, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. Yale Health's services are detailed in the *Yale Health Student Handbook*, available through the Yale Health Member Services Department, 203.432.0246, or online at [www.yale.edu/yhp](http://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 Yale Health Basic Coverage. Yale Health Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Health & Counseling. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Acute Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for Yale Health Basic Coverage but may enroll in Yale Health Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for Yale Health Basic Coverage but may enroll in the Yale Health 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 Yale Health 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 Member Services Department. Enrollment applications for the Yale Health Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the Member Services Department.

All students who purchase Yale Health Hospitalization/Specialty Coverage (see below) are welcome to use specialty and ancillary services at Yale Health Center. Upon referral, Yale Health will cover the cost of specialty and ancillary services for these students. Students with an alternate insurance plan should seek specialty services from a provider who accepts their alternate insurance.

### *Health Coverage Enrollment*

The University also requires all students eligible for Yale Health Basic Coverage to have adequate hospital insurance coverage. Students may choose Yale Health 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.

#### **YALE HEALTH HOSPITALIZATION/SPECIALTY COVERAGE**

For a detailed explanation of this plan, see the *Yale Health Student Handbook*, which is available online at [www.yale.edu/yhp/handbooks/documents/student\\_handbook](http://www.yale.edu/yhp/handbooks/documents/student_handbook).

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for Yale Health 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, Yale Health 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 Yale Health Hospitalization/Specialty Coverage** Students are permitted to waive Yale Health Hospitalization/Specialty Coverage by completing an online waiver form at [www.yhpstudentwaiver.yale.edu](http://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 Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under Yale Health. 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 Yale Health Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the 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. Yale Health premiums will not be prorated.

#### YALE HEALTH STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or civil union 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 Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Yale Health Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the Web site ([www.yale.edu/yhp](http://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.

#### YALE HEALTH 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 Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the Member Services Department or can be downloaded from the Web site ([www.yale.edu/yhp](http://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.

#### YALE HEALTH PRESCRIPTION PLUS COVERAGE

This plan has been designed for Yale students who purchase Yale Health Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. Yale Health Prescription Plus Coverage provides protection for some types of medical expenses not covered under Yale Health Hospitalization/Specialty Coverage. Students are billed for this plan and may waive this coverage. The online waiver ([www.yhpstudentwaiver.yale.edu](http://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 *Yale Health 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 Yale Health Hospitalization/Specialty

Coverage and/or Yale Health Prescription Plus Coverage. The student will not be eligible for any Yale Health benefits, and the student's Yale Health 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 Yale Health 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 Yale Health Student Affiliate Coverage.

**Leaves of absence** Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, Yale Health Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in Yale Health 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 Yale Health Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate Coverage. Coverage is not automatic and enrollment forms are available at the Member Services Department or can be downloaded from the Web site ([www.yale.edu/yhp](http://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 Yale Health Hospitalization/Specialty Coverage and Yale Health Prescription Plus Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the Member Services Department or can be downloaded from the Web site ([www.yale.edu/yhp](http://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 Yale Health, please refer to the *Yale Health Student Handbook*, available from the Member Services Department, 203.432.0246, 55 Lock Street, 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, 2010. 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 Yale Health 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 4. 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 at 35 Broadway (rear entrance), Room 222. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. Voice callers may reach staff at 203.432.2324; fax at 203.432.8250. The Resource Office may also be reached by e-mail ([judith.york@yale.edu](mailto:judith.york@yale.edu)) or through its Web site ([www.yale.edu/rod](http://www.yale.edu/rod)).

MAXINE

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Union Lane

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# Life in New Haven

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

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

New Haven enjoys outstanding cultural attractions for a city of its size. In addition to Yale's own concerts and recitals, the New Haven Symphony Orchestra and New Haven Chorale also perform regularly at Woolsey Hall. The Yale Repertory Theatre, 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 brings 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](http://www.yale.edu/livingnh) and [www.cityofnewhaven.com/today](http://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. In 2002 he received the President's Medal from the Architectural League of New York and in 2008 was the tenth recipient of the Vincent Scully Prize from the National Building Museum. Prior to becoming dean in 1998, Mr. Stern was a professor of architecture and director of the Preservation program at the Graduate School of Architecture, Planning, and Preservation at Columbia University. He served from 1984 to 1988 as the first director of Columbia's Temple Hoyne Buell Center for the Study of American Architecture. Mr. Stern 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 interest and experience in the development of New York City's architecture and urbanism can be seen in books he has coauthored: *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. He 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, and an M.Des.S. and a D.Des. from Harvard University.

**Victor Agran** Lecturer. Mr. Agran is a practicing architect with a research interest in the history, theory, and practice of drawing. He is currently a senior associate with Pelli Clarke Pelli Architects in New Haven. Prior to teaching at Yale, Mr. Agran worked with Daly Genik Architects and Annabelle Selldorf and taught at the University of Southern California and the New York Institute of Technology. He has completed a number of drawing projects and fellowships, including an investigation of the Galerie de Paléontologie et d'Anatomie Comparée at the Jardin des Plantes in Paris and the New Haven Coliseum by Kevin Roche John Dinkeloo Associates. Mr. Agran is currently working on a drawing series based on the tile patterns at the Bibi-Khanym Mosque in Samarkand, Uzbekistan. He received a B.A. from the University of California, Berkeley, and an M.Arch. from Yale University.

**John Apicella** Lecturer. Mr. Apicella is one of the founding partners of Studio ABK Architects in New Haven. Prior to this, he worked for Cesar Pelli & Associates for sixteen years, where he was involved in the design and management of a wide range of project types and played a vital role on some of the firm's largest and significant projects, including the Petronas Towers, Frances Lehman Loeb Art Center, and the Orange County Performing Arts Center. Mr. Apicella received a B.Arch. from Cornell University.

**Sunil Bald** Critic. After an initial term as Louis I. Kahn Visiting Assistant Professor in spring 2006, Mr. Bald has continued to teach design studios and visualization at the School. Previously, he taught design and theory at Cornell University, Columbia University, the University of Michigan, and Parsons. Mr. Bald is a partner in the New York-based Studio SUMO, which has been featured as one of *Architectural Record's* "Design Vanguard" and the Architectural League of New York's "Merging Voices." His firm has received a Young Architects award from the Architectural League and an NYFA fellowship, and was a finalist in the Museum of Modern Art's Young Architects program. SUMO's work, which ranges from installations to institutional buildings, has been exhibited in the National Building Museum, MoMA, the Venice Biennale, the Field Museum, the GA Gallery, and the Urban Center. Mr. Bald has an enduring research interest in

modernism, popular culture, and nation-making in Brazil, for which he received fellowships from the Fulbright and Graham Foundations and published a series of articles. He received a B.A. from the University of California, Santa Cruz, and an M.Arch. from Columbia 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 an architect and a vice president at Autodesk, Inc., a provider of design software, where he leads industry strategy and relations for the architecture, engineering, and construction 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. 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. With Peggy Deamer, he recently coedited *Building (in) the Future: Recasting Labor in Architecture*, published by Princeton Architectural Press. Mr. Bernstein received a B.A. and an M.Arch. from Yale University.

**Ljiljana Blagojević** Visiting Associate Professor. Ms. Blagojević teaches architectural and urban design and history and theory of modern and contemporary architecture at the University of Belgrade. She has lectured and published widely in Serbia as well as internationally. Ms. Blagojević recently completed a design and research project for the installation at the national pavilion at the Venice Biennial 2008. Her latest book *Novi Beograd: osporeni modernizam* (New Belgrade: Contested Modernism, Belgrade: Zavod za udzbenike, 2007) explores relations between sociopolitical conditions and related concepts of modernity in planning and design of a socialist modern city. She has also

published *Modernism in Serbia: The Elusive Margins of Belgrade Architecture, 1919–1941* (Cambridge, Mass.: MIT Press, in association with Harvard University Graduate School of Design, 2003) and *Moderna kuća u Beogradu, 1920–1941* (Modern House in Belgrade, 1920–1941, Belgrade: Zaduzbina Andrejevic, 2000) and was the guest editor of *Stadt-Bauwelt* 163: *Thema Belgrad* (Bauwelt, Berlin, 36/2004). Prior to her academic career, she lived in London and worked as an architect for Renton Howard Wood Levin Partnership and for Zaha Hadid. Ms. Blagojević received Dipl.Eng.Arch., M.Sc., and Ph.D. degrees from the University of Belgrade, Serbia.

**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 Hirshhorn 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 School of Medicine, 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 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.

**Martin Cox** Critic. Mr. Cox is an architect and principal of the New York office of Bade Stageberg Cox. The work of the firm has been featured in publications internationally, including *The New York Times*, *Domus*, *Mark*, *Archiworld*, and *Art World*, and has been



included in exhibitions at the Guggenheim Museum, the Museum of Modern Art, and the Center for Architecture. Awards for design excellence have included an AIA California Council Honor Award (2008), an AIA New York Honor Award (2008), and an AIA New York Excellence Award (2009). In 2009 the firm was a finalist for the PS 1/MoMA Young Architects Program. Prior to cofounding his firm, Mr. Cox was an associate at Steven Holl Architects for over ten years. He has also taught at the Parsons School of Design. Mr. Cox received a B.Arch. from the University College Dublin, Ireland.

**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 coeditor of *Re-Reading Perspecta* and *Building (in) the Future: Recasting Labor in Architecture*. 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. A forthcoming book, *Extrastatecraft*, will examine global infrastructure networks as a medium of polity. Ms. Easterling is the coauthor, with Rick Prelinger, of *Call It Home*, a laser disc history of suburbia, which is soon to be released in DVD. She is also the author of a book and database titled *American Town Plans*. On the Web, Ms. Easterling has published research installations such as "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

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

**Susan Farriacielli** Lecturer. Ms. Farriacielli is a sculptor and industrial designer. Besides teaching at Yale, she has taught at the Rhode Island School of Design, Fairfield University, and Quinnipiac University. In 1999 she was a visiting artist at the American Academy in Rome. Ms. Farriacielli has done industrial design work for American Standard, Black & Decker, Keeney Manufacturing, Stride Rite Shoes, and Reseal International. In 1995 she received a Design Arts Award from the National Endowment for the Arts for a wheelchair design for the elderly. In 2006 she was a nominee for Connecticut Woman Innovator of the Year through the Connecticut Technology Council and received an award from Foresight Technologies for her kinetic seating system for the wheelchair. Ms. Farriacielli has 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.

**Alexander Felson** Critic. Mr. Felson is an ecologist and registered landscape architect. His scholarly research focuses on urban land systems, including green infrastructure, local and regional park design, community to landscape ecology, and climate change

adaptation and migration. Mr. Felson's design work integrates basic and applied ecological research as a driver of the form, layout, and function of urban design, planning, and infrastructure projects. He integrates ecosystem services and public space into urban design to landscape-based projects in New York. Mr. Felson seeks new ways of constructing biologically rich systems through research-based design and adaptive management. He worked with Ken Smith Landscape Architect on projects, including NY Public School 19 (built in 2003), the East River Marsh Planter, and the Santa Fe Railyard Park in New Mexico (built in 2008). As an associate and director of ecological design at EDaw/AECOM, Mr. Felson designed the New York City Million Trees project on parkland. He is now a principal investigator implementing a large-scale ecological research project to study carbon accumulation, sustainable management, and biodiversity. Working with a developer for his Ph.D., Mr. Felson implemented experimental research on amphibian species as a design tool to inform the master plan. Other projects include Governor's Island, the Presidio, the World Trade Center streetscapes, and the Beacon Institute. He received a B.A. and an M.S. from the University of Wisconsin-Madison, an M.L.A. from Harvard University, and a Ph.D. from Rutgers University.

**Martin J. Finio** Critic. Mr. Finio is a founding partner at Christoff: Finio Architecture, a design firm in New York. The firm was featured as one of 2004's Design Vanguard by *Architectural Record* and as one of the Architectural League's Emerging Voices of 2005. Their current work includes both residential and institutional-scale projects. He was the editor of the 1999 2G monograph *Williams Tsien: Works* and a recipient of a grant from the New York State Council on the Arts. 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 taught eighteenth- to twentieth-century English and American literature and eighteenth- and nineteenth-century British art history, including the history of landscape painting and of landscape architecture, at the University of Illinois, Urbana; the New School; Northwestern University; Columbia College; the Newberry Library; 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-Champaign, and an M.Des.S. from Harvard University.

**Mark Foster Gage** Acting Assistant Dean and 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 inaugural Ordos 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*, *Architectural Design*, and *Perspecta*. He was the guest editor, along with Florencia Pita, of *Log #17*, which focused on the relationship between material, media, and affect. He has taught at Columbia University and the Institute for the Study of Classical Architecture. In 2007 Mr. Gage led the "Think Tank on Computational 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 of AGA Public Realm Strategists, Inc., a planning and design firm in New York City, and president of the Forum for Urban Design. 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 *Public Parks: The Key to Livable Communities*, published by W.W. Norton in 2010; *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 De Kalb 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 Korea, Texas, Utah, and New York. He received a B.A., M.Arch., and M.U.S. from Yale University.

**Kevin D. Gray** Lecturer. Mr. Gray is a former managing director of real estate investment banking for PricewaterhouseCoopers Securities LLC, and the editor, with John R. White,



of *Shopping Centers and Other Retail Properties*. He is a registered architect and a licensed real estate appraiser and broker. Mr. Gray is a principal of Kevin D. Gray Consulting (USA), a real estate equity consulting firm active in the United States and abroad. He is a Counselor of Real Estate, a Fellow of the Royal Institute of Chartered Surveyors, and a member of the International Council of Shopping Centers. Mr. Gray has been a lecturer in real estate finance and investment at the Yale School of Management since 1999. He received a B.A. and an M.Arch. from the University of Pennsylvania and an M.B.A. 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.

**Dolores Hayden** Professor of Architecture and Professor of American Studies. Ms. Hayden is the president of the Urban History Association and the author of several award-winning books about American landscapes and the politics of the built environment. *A Field Guide to Sprawl* (Norton, 2004) was the subject of an exhibition at Yale in 2007. That book and *Building Suburbia: Green Fields and Urban Growth, 1820–2000*, a history of seven American landscapes (Pantheon Books, 2003, Vintage, 2004) were both selected by Planetizen as “Top Ten Books in Urban Studies.” *The Power of Place: Urban Landscapes as Public History* (MIT Press, 1995) explores urban memory in multiple ethnic communities in downtown Los Angeles. Gender and space are the subjects of *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities* (MIT Press, 1981) and *Redesigning the American Dream: Gender, Housing, Work, and Family Life* (Norton, 1985; revised and expanded, 2002). A former Guggenheim, Rockefeller, NEH, NEA, and ACLS/Ford fellow, Ms. Hayden has taught at MIT, UC Berkeley, and UCLA as well as Yale. In 2006–2007, she was a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University, where in 2009 she co-led “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 recently finished an essay titled "The Garden, Greenhouse and Picturesque View," which will appear in *Kevin Roche: Architecture as Environment*. Ms. John-Alder 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.

**George Knight** Critic. Mr. Knight is the founding principal of Knight Architecture LLD, an award-winning, full-service architectural design firm specializing in residential, institutional, and urban redevelopment projects. Prior to this, he was a senior associate with Cesar Pelli & Associates in New Haven, where he worked for ten years designing international and domestic projects and competitions. Mr. Knight received a B.A. from Princeton University and an M.Arch. from Yale 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*, coauthored 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 principal of the New York-based firm Amy Lelyveld, Architect, PLLC. She designs residential and institutional work in New York, New Jersey, and Washington states and is the recipient of AIA NY and AIA Seattle design awards. Ms. Lelyveld has traveled extensively in China and does research on the Chinese house in its many permutations, ancient to modern. She directs the School's undergraduate China program, a collaboration with Tsinghua University's School of Architecture. 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.

**Jennifer W. Leung** Critic. Prior to founding an independent practice in Brooklyn, N.Y., Ms. Leung trained in the offices of Stan Allen Architect, Diller Scofidio + Renfro, and the Office for Metropolitan Architecture. Recent projects include residential and retail projects in New York City and the design and installation of "Cold Morning" for the Canada Pavilion at the 2009 Venice Biennale. She has lectured internationally on her research and was the 2006–2007 Architecture and Urban Studies Fellow at the Whitney Museum of American Art. Her work has been supported by the Pennsylvania Institute for Urban Research and the Graham Foundation. Essays and criticism by Ms. Leung have been published in *Modern Painters*, *ArtUS*, and *Bracket*. Prior to teaching at Yale, she taught at the University of Pennsylvania and Columbia University. Ms. Leung received a B.S. from the University of California, Los Angeles, and an M.Arch. from Princeton 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 cofounder of Harrison Atelier in New York, an 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.

**Bimal Mendis** Assistant Dean and Critic. Mr. Mendis is a founding partner of Plan B Architecture & Urbanism, a research and design collaborative engaged in the investigation and development of urban infrastructures. Current projects include the development of urban planning initiatives for the Republic of Maldives. His research includes the design of a sustainability index to measure and manage urban developments, which was awarded a grant from the Hines Research Fund for Advanced Sustainability in Architecture and an AIA Upjohn Research Grant. Prior to joining the faculty at Yale, Mr. Mendis was a project manager at the Office for Metropolitan Architecture in Rotterdam and Pelli Clarke Pelli Architects in New Haven, where he led numerous large-scale projects in the Middle East, including the new Central Library at Education City in Doha, Qatar. His continuing engagement with the Middle East extends to his scholarly research, which examines the growing network of educational establishments that are rapidly transforming the Gulf states, and is forthcoming in *Al Manakh 2: Export Gulf*. Mr. Mendis's work has also won numerous awards and competitions, including the winning entry and commission for "Intertidal," an urban tidal park in Buzzard's Bay, Mass. He is also the director of Undergraduate Studies in Architecture at the School. Mr. Mendis received a B.A. and an M.Arch. from Yale University.

**Edward Mitchell** Assistant Professor (Adjunct). Mr. Mitchell is an architect and writer who previously taught at Columbia University, Pratt Institute, and the Illinois Institute of Technology. His design work has been 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.

**Stanislaus von Moos** Vincent Scully Visiting Professor of Architectural History. Mr. von Moos is emeritus professor of the History of Modern Art at the University of Zurich, Switzerland. He has taught at a number of American and European universities, including Harvard University, the Technische Hogeschool in Delft, the Graduate Center of the City University of New York, and Princeton University, where he was the Jean Labatut Visiting Professor of Architecture in 1997. After spending some time at the Department of Architecture at the ETH, Zurich, and getting his Ph.D. from Zurich University, he was for ten years editor of the influential architectural quarterly *Archithese*, which he founded in 1970. Parallel to his work on Italian Renaissance architecture, the history of industrial design, and of modern architecture, Mr. von Moos has organized and co-organized various exhibitions on art and architecture, and in particular on the work of Le Corbusier and Venturi, Scott Brown & Associates.

**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 contemporary techniques of architectural production, 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. In 2010 Mr. Pell edited a publication entitled *The Articulate Surface: Ornament and Technology in Contemporary Architecture*, published by Birkhauser Press. Mr. Pell received a Young Architects Award from the Architectural League of New York in 2008, and the work of PellOverton was featured in the related publication, *Young Architects 10: Resonance*, published in 2009 by Princeton Architectural Press. 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 *Irony, 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 (1951) 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 B.A. from Yale University and an M.C.P. 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. Prior to joining Yale, Ms. Sample taught at SUNY Buffalo, where she was awarded the Reyner Banham Teaching Fellowship, and the University of Toronto. She is a founding principal with Michael Meredith of MOS, an interdisciplinary architecture and design practice based in New York City. Projects designed in her office have been published widely; have been exhibited at the Venice Biennale, the Museum of Modern Art, and the Art Institute of Chicago; and have received numerous awards, including a Design Award from *Progressive Architecture* and New York City Architectural League Emerging Voices. In 2010 Ms. Sample received the Academy Award in Architecture from the American Academy of Arts and Letters. Built projects include PS1/MoMA Afterpart, Hill House, and the Floating House. Current work includes a villa in Ordos, Inner Mongolia, a community center in Uganda, a teen center in Lowell, Massachusetts, and Element House in New Mexico. She was a visiting scholar at the CCA in Montreal. Her research focuses on the intersection of architecture, health, environments, technology, and design. Ms. Sample is currently completing a book, "Sick City: A Global Investigation into Urbanism, Infrastructure and Disease." 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 Seungukdong Residences, 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.

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





# Endowment and Term Funds

## ENDOWMENT FUNDS

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

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

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

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

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

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

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

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

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

*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. 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

Armin Linke, Spring 2010

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

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

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

*John A. Carrafiell Scholarship Fund* (2009) Established by John A. Carrafiell (B.A. 1987) to support student scholarships in the School of Architecture, with preference for students interested in urbanism.

*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.

*William G. (Arch. 1930) and Virginia Field Chester Scholarship Fund* (2009) Established by the Trust of William G. Chester (M.Arch. 1930) and Virginia Field Chester to support student scholarships in the School of Architecture.

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

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

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

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

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

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

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

*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 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

Anne-Marie Paula Armstrong, 2010

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

*Lord Norman R. Foster Scholarship Fund* (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.

*Lord Norman R. Foster '62 M.Arch., '03 D.F.A.H. Visiting Professorship in Architecture* (2009) Established by Norman Foster to fund a visiting professorship in architecture, with preference for international visiting faculty.

*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). 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  
 Glenn Adamson, Fall 2009

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

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

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

*Charles Gwathmey Professorship in Practice* (2009) Established by Ralph and Ricky Lauren in memory of Charles Gwathmey (M.Arch. 1962), to honor Charles's design achievements and to acknowledge the contributions that Charles made as an architect as well as an educator with unique abilities to motivate young people, this professorship supports teaching, research, and travel for distinguished senior design faculty at the School of Architecture.

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

*William Randolph Hearst Endowed Fund at the Yale School of Architecture* (2009) Established by the William Randolph Hearst Foundation to support teaching and study of manual drawing at the School of Architecture.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Faith Lasser Memorial Scholarship Fund* (2009) Established by David M. Schwarz (M.Arch. 1974), and the gifts of family and friends, in memory of David's mother, Faith Lasser, to support student scholarships in the School of Architecture.

*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. The following persons have delivered a Timothy Egan Lenahan Memorial Lecture:

Richard Haag, Spring 1996  
 James Corner, Fall 1997  
 Michael Sorkin, Spring 1999  
 Witold Rybczynski, Fall 1999  
 Mario Schjetnan, Spring 2000  
 Kathryn Gustafson, Fall 2000  
 Michael Van Valkenburgh, Spring 2001  
 Stan Allen and James Corner, Spring 2002  
 Peter Walker, Spring 2003  
 Alessandra Ponte, Spring 2004  
 Morgan Dix Wheelock, Spring 2005  
 Mirka Benes, Spring 2006

Adriaan Geuze, Spring 2007

Kate Orff, Fall 2007

Walter Hood, Fall 2008

Elizabeth Meyer, Spring 2010

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

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

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

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

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

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

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

*George Nelson Scholarship Fund* (1988) Established in honor of George Nelson (B.A. 1928, B.F.A. in architecture 1931), architect, product designer, and writer, by Herman Miller, Inc., and Mrs. George Nelson to award each year scholarships to second-year graduate students of architecture for support for an independent course of study. 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 (joint project), 2002

Christopher Harrison Cayten, 2003

Ralph Colt Bagley IV, 2004

Michele Naomi Darling, 2005

Brook Giles Denison, 2006

Garret James Gantner, 2007

John C. Brough, 2008

Parsa Khalili, 2008

Aidan Doyle, 2009

Palmyra Geraki, 2009

Marija Brdarski, 2010

Emmett Zeifman, 2010

*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 (M.A. Hon. 1874) to be used to promote the interests and educational facilities of the School.

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

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

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

*Donald I. Perry Book Fund in the Yale School of Architecture* (2008) Established by the bequest of Donald I. Perry (B.Arch. 1953) for acquisitions at the Yale School of Architecture.

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

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

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

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

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

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

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

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

Richard Sennett, Fall 2000  
 Richard Swett, Spring 2002  
 Arjun Appadurai, Spring 2003  
 Richard Kuhns, Fall 2003  
 Setha Low, Spring 2005  
 Steven Johnson, Spring 2006  
 Mark Gottdiener, Spring 2007  
 Adrian Favell, Spring 2008  
 Loïc Wacquant, Spring 2009  
 Saskia Sassen, Spring 2010

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

*Paul Rudolph Lectureship Fund* (1986) Established by Claire and Maurits Edersheim to create an annual lectureship to honor Paul Rudolph (M.A. Hon. 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. The following persons have delivered a Paul Rudolph Lecture:

Paul Rudolph, 1987  
 Robert A.M. Stern, 1988  
 Michael McKinnell, 1989  
 Charles Gwathmey, 1990  
 Philip Johnson, 1991  
 Alison and Peter Smithson, 1992  
 Colin Rowe, 1994  
 Carlos Jimenez and Mark Mack, 1995  
 John Hejduk, 1997  
 Bernard Tschumi, Spring 1999  
 Patricia Patkau, Fall 1999  
 Tod Williams and Billie Tsien, Spring 2000  
 Marion Weiss and Michael Manfredi, Fall 2000  
 Shigeru Ban, Spring 2001  
 Will Bruder, Spring 2002  
 Bernard Tschumi, Spring 2003  
 Moshe Safdie, Fall 2003  
 David Childs, Spring 2004  
 Thom Mayne, Fall 2004  
 Vincent Scully, Spring 2005  
 Massimiliano Fuksas, Fall 2005  
 Tony Fretton, Spring 2006  
 Kazuyo Sejima, Fall 2006  
 Paul Andreu, Spring 2008  
 Adrian Forty, Spring 2009  
 Robert Venturi and Denise Scott Brown, Spring 2010



*Paul Rudolph Publication Fund* (2000) Established by Claire and Maurits Edersheim in honor of Paul Rudolph (M.A. Hon. 1958) to support the School's ability to inform a broader audience through print and electronic media.

*Ruesch Family Scholarship Fund* (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, M.A. Hon. 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, M.A. Hon. 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. 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

Tom Vanderbilt, Spring 2010

*Ulli Scharnberg Scholarship in Memory of Carroll L.V. Meeks Fund* (2001) Established by Hans-Ullrich Scharnberg (M.Arch. 1959) in honor of History of Architecture Professor Carroll L.V. Meeks (B.A. 1928, B.F.A. in architecture 1931, M.A. 1934) to provide scholarship support for a student who has prior experience in an architect's office.

*School of Architecture Scholarship Fund* (2007) Established by Robert A. Stewart to support student scholarship at the School of Architecture.

*David M. Schwarz Dean's Discretionary Fund* (2002) Established by David M. Schwarz (M.Arch. 1974) to provide incremental income to be used at the discretion of the dean for the general support of the School of Architecture.

*David M. Schwarz Scholarship Fund* (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.

*Selby-Vail Fund* (2009) Established by Norman C. Selby (B.A. 1974) and Melissa G. Vail (B.A. 1974) to support term-time teacher-directed travel for students in the undergraduate Architecture major.

*Frederick M.R. Smith Fund* (1997) Established in Yale College by Frederick M.R. Smith (B.A. 1963) to support the undergraduate Architecture major.

*Gordon H. Smith Lectureship in Practical Architecture Fund* (1980) Established by Gordon H. Smith (B.E. 1957) to fund lectures in the School of Architecture. 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

Peter Budd, Spring 1987

Stephen Tobriner, Fall 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

Guy Nordenson, Spring 2010

*Herman D.J. Spiegel Scholarship Fund* (1999) Established by Herman D. J. Spiegel (M.Eng. 1955), former professor and dean of the School of Architecture from 1972 to 1977, to provide scholarship to a student in the School of Architecture who best brings together both the study of structural engineering and its implications in his or her design projects.

*Robert A.M. Stern Fund* (2001) Established by Judy and Walter A. Hunt, Jr. (B.A. 1963, M.Arch. 1967) to recognize the accomplishments of Robert A.M. Stern (M.Arch. 1965) as dean, beginning in 1998, at the School of Architecture. This fund supports School exhibitions, publications, and other efforts to heighten awareness of architecture.

*John W. Storrs Scholarship Fund* (2001) Established by Ann S. Lloyd to honor and recognize the distinguished career of her brother, John W. Storrs (B.Arch. 1950), as a practicing architect in Portland, Oregon. This fund supports a scholarship in the School of Architecture.

*Stanley Tigerman Scholarship Fund* (2004) Initiated by Frank O. Gehry (D.F.A. Hon. 2000) and other friends and family in honor of Stanley Tigerman (B.Arch. 1960, M.Arch. 1961), to provide financial aid for one or more students in the School of Architecture.

*Rutherford Trowbridge Memorial Publication Fund* (1920) Established by Mrs. Rutherford Trowbridge as a memorial to her husband, Rutherford Trowbridge, to support the publication of architectural studies.

*Robert Allen Ward Fund* (1980) Established by the bequest of Mabel H. Ward to honor her stepson, Robert Allen Ward (B.A. 1928, B.F.A. 1932). This fund supports scholarships in the School of Architecture.

*Richard White Memorial Fund* (1995) Established by the bequest of Jacques Miller (B.F.A. 1938) and gift of Cynthia H. Petersen to benefit students of the School of Architecture, with a preference for activities related to student life. This fund is named in memory of Richard White, a friend's son who perished on the *Titanic*.

*Gertrude Vanderbilt Whitney Fund* (1927) Established by Gertrude Vanderbilt Whitney, wife of Harry Payne Whitney (B.A. 1894), to provide general-purpose support of the School.

*The Jim Vlock First-Year Building Project Fund* (2008) Established in honor of Jim Vlock by Michael Vlock and Karen Pritzker to support the First-Year Building Project at the School of Architecture.

*William Wirt Winchester Fund* (1895) Established by Mrs. Jane Ellen Winchester and Mrs. Hannah Bennett as a memorial to their son and brother, William Wirt Winchester, to support a fellowship for study and travel outside the United States and 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  
 Carlos Felix Raspall Galli, 2010

*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. The following students have been awarded the Gertraud A. Wood Traveling Fellowship:

Michael Davis, 1983  
 Chariss McAfee, 1984  
 Margaret Virginia Chapman, 1985  
 Jennifer Tate, 1986  
 Camilo Alberto Gonzalez, 1987  
 Stephen Donald Luoni, 1988  
 Frieda Margarite Menzer, 1989  
 Lisa Joyce Quatrala, 1990  
 Robert Schultz, 1991  
 Gitta Robinson, 1992  
 John Bertram, 1993  
 Michael Benjamin Levy, 1994  
 Steven Andrew Roberts, 1995  
 Victor Agran, 1996  
 Dean Sakamoto, 1997  
 Kara J. Bartelt, 1998  
 Cara M. Cragan, 1999  
 Katharine Stevens, 2000  
 Victoria Partridge, 2001  
 Jonathan Toews, 2002  
 Elicia Keebler, 2003  
 Jonah C. Gamblin, 2004  
 Frederick C. Scharmen, 2005  
 Elisa S.Y. Lui, 2006  
 Maria Claudia Melniciuc, 2007  
 Garrett Thomas Omoto, 2007  
 Catherine E. Anderson, 2008  
 Matthew A. Roman, 2008  
 Andrew Ashey, 2009  
 Matthew Aaron Zych, 2010

*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 faculty members who combine architectural practice with outstanding teaching by providing faculty with financial support. Recipients are selected by the vote of graduating students. The following faculty members have received the award:

Thomas H. Beeby, 2007

Keith Krumwiede, 2008

Alexander Purves, 2009

Eeva-Liisa Pelkonen, 2010

## 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.

*Rome: Continuity and Change Fund* (2009) Established by an anonymous donor to support tuition, housing, and air fare for students enrolled in Rome: Continuity and Change, an intensive four-week summer seminar that takes place in Rome.

*Sonia Albert Schimberg Prize* (1976) Established as a memorial by the family of Sonia Schimberg (M.Arch. 1950). This fund provides a prize to a graduating woman student recognized for outstanding academic performance.

*School of Architecture Undergraduate Discretionary Fund* (2010) Established by Michael C. Barry (B.A. 2009) to help defray the costs to students for materials and supplies required for class and studio assignments.

*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 at 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 2009–2010

*Registered for the Degree of Master of Architecture*

*Master of Architecture I Program*

*First Professional Degree*

### THIRD YEAR

Catherine Elizabeth Anderson (B.Des. Univ. Florida 2005), Melbourne, Fla.

(joint-degree program, M.B.A., School of Management)

Brett Patrick Appel (B.S. Univ. Michigan [Ann Arbor] 2004), Playa Del Rey, Calif.

Anne-Marie Paula Armstrong (B.A. Univ. Waterloo 2006), Toronto, Canada

Andrew Leon Ashey (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

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.

Christine Chang (B.A. Univ. California [Berkeley] 2004), Moraga, Calif.

Craig William Chapple (B.S. Arizona State Univ. 2006), Rochester, Mich.

Harvey Ho Wang Chung (B.S. Univ. Michigan [Ann Arbor] 2005), Hong Kong, China

Andreea Cojocaru (B.A. Wellesley Coll. 2006), Constonta, Romania

Cory Collman (B.S. Univ. Illinois [Urbana-Champaign] 2006), New Haven, Conn.

Daniel David Colvard (B.A. Dartmouth Coll. 2004), Raleigh, N.C. (graduated

February 2010)

Patrick Robert Conner (B.A. Univ. California [Berkeley] 2004), Northridge, Calif.

Courtney Erin Crosson (B.A. Duke Univ. 2004), Gainesville, Fla.

Aidan Joseph Doyle (B.S. Clemson Univ. 2006), New Haven, Conn.

Kurt Evans (B.S. Univ. Michigan [Ann Arbor] 2004), Bath, Mich.

Aurora Virginia Farewell (B.A. Yale Univ. 2005), Hopewell, N.J.

Alejandro Fernandez de Mesa (B.S. Univ. Virginia 2006), Key Biscayne, Fla.

Rebecca Garnett (B.S. Univ. Virginia 2003), Charlottesville, Va.

Palmyra Stefania Geraki (B.A. Yale Univ. 2006), Thessaloniki, Greece

Tala Gharagozlou (B.A. Yale Univ. 2006), Paris, France

Carmel Greer (B.S. Univ. Virginia 2001), Washington, D.C.

Jerome W. Haferd (B.S. Ohio State Univ. [Columbus] 2007), Wadsworth, Ohio

Jacquelyn Page Wittkamp Hawkins (B.A. Princeton Univ. 2004), Richmond, Va.

Zachary Russell Heineman (B.A. Harvard Univ. 2003), New Canaan, Conn. (joint-degree program, M.B.A., School of Management)

Aude-Hélène Jomini (B.F.A. Rhode Island School of Design 2001), New Haven, Conn.

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.

Nina Yen-Ling Liu (B.A. Yale Univ. 2000), Brick, N.J.  
 Robert Aram Marks (A.B. Harvard Univ. 2004), Bloomington, Ind. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)  
 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.  
 Matthew David Persinger (B.S. Ohio State Univ. [Columbus] 2006), St. Paris, Ohio  
 Elijah Porter (B.A. Swarthmore Coll. 2000), Damariscotta, Maine  
 Zachariah James Pursley (B.E.D. Univ. Colorado [Boulder] 2006), Loveland, Colo.  
 Roberto Attilio Rossi (B.A. Princeton Univ. 1984), New York, N.Y. (graduated February 2010)  
 Meredith Jaye Sattler (A.B. Vassar Coll. 1995), Laguna Beach, Calif. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)  
 Tal Schori (A.B. Brown Univ. 2003), New York, N.Y. (graduated February 2010)  
 Tomasz Smierzchalski (B.S. Ryerson Polytechnical Univ. 2004), Mississauga, Canada  
 Kate Thatcher (B.S. Univ. Virginia 2004), Blacksburg, Va.  
 Adam Joesph Towski (B.S. Ohio State Univ. [Columbus] 2005), New Paris, Ohio  
 Chat Travieso (B.F.A. Maryland Inst. Coll. of Art 2007), Miami, Fla.  
 Anja Turowski (B.S. Georgia Inst. of Technology 2004), New Haven, Conn.  
 Tyler Baldwin Velten (B.A. Pomona Coll. 2004), New Haven, Conn.  
 Yu Wang (B.S. Univ. Michigan [Ann Arbor] 2004), Glenmont, N.Y.  
 Craig A. Woehrlé (B.S. Washington State Univ. 2001), Spokane Valley, Wash.  
 Juenan Wu (B.A. Wellesley Coll. 2007), Shrewsbury, Mass.  
 Steve Anthony Ybarra (B.A. Yale Univ. 2005), Houston, Tex.  
 Hoey Yip (B.A. Univ. California [Berkeley] 2003), Palo Alto, Calif.  
 Hilary Zaic (B.A. Princeton Univ. 2005), Ridgefield, Conn.  
 Carlos Zedillo (B.A. Yale Univ. 2006), Mexico City, Mexico

*Third-year class, 59*

**SECOND YEAR**

Christopher Patrick Aubin (B.S. Northeastern Univ. [Boston] 2008), Fall River, Mass.  
 Melissa Kathleen Bauld (B.A. Clemson Univ. 2005), Pendleton, S.C.  
 Hilary Jane Bingnear (B.S. Univ. Virginia 2006), Woodbridge, Va.  
 Emma Jane Bloomfield (B.A. Harvard Univ. 2008), Concord, Mass.  
 Kevin Richard Blusewicz (B.S. Univ. Maryland [College Park] 2008), Wall Township, N.J.  
 Thomas Brady (B.A. Columbia Univ. 2005), New Haven, Conn. (on leave, spring 2010)  
 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.  
 Stephanie Caius Carlisle (B.A. Wesleyan Univ. [Conn.] 2005), Southlake, Tex. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)  
 Amy Elizabeth Chang (B.A. Univ. California [Berkeley] 2006), San Ramon, Calif.  
 Christy Lauren Chapman (B.A. Univ. Memphis 2007), New Haven, Conn.

Christopher Stuart Connock (B.S. Univ. Virginia 2003), New Haven, Conn.  
 Yijie Dang (B.A. Univ. Hong Kong 2007), Shaanxi, China (on leave, 2009–2010)  
 Gina Maria Di Tolla (B.A. Barnard Coll. 2005), Boca Raton, Fla.  
 Jacob Lawrence Dugopolski (B.S. Univ. Michigan [Ann Arbor] 2006), Eagle, Mich.  
 Frances Sarah Edelman (B.A. Yale Univ. 2006), San Francisco, Calif.  
 Kipp Colby Edick (B.S. Columbia Univ. 2006), New Haven, Conn.  
 Kathryn Joan Everett (B.S. Univ. Virginia 2006), Vienna, Va.  
 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.  
 Janice Yumi Hahn (B.A. Univ. Pennsylvania 2007), Honolulu, Hawaii (joint-degree program, M.B.A., School of Management)  
 Justin Charles Hedde (B.A. Univ. Florida 2007), Stonington, Conn.  
 Lindsay Nicole Hochman (B.S. Univ. Virginia 2007), Oakton, Va.  
 Rachel Ching-Mei Hsu (B.S. Stanford Univ. 2006), Chico, Calif. (joint-degree program, M.E.M., School of Forestry & Environmental Studies)  
 Shirley NanShing Hsu (A.B. Dartmouth Coll. 2002), South Pasadena, Calif.  
 Vivian Shing-Wei Hsu (B.A. Univ. California [Berkeley] 2004), Kensington, 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  
 John Joseph Jourden (B.S. Univ. Michigan [Ann Arbor] 1999), New Haven, Conn.  
 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.  
 Jin Hyu Kim (B.S. Seoul National Univ. 2007), Seoul, Korea  
 Alfred Kim Koetter (B.S. Cornell Univ. 2007), Brookline, Mass.  
 Gary Tein-Li Ku (B.A. Univ. California [Berkeley] 2006), Anaheim, Calif.  
 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  
 Liam Patrick Lowry (B.S. Univ. Wisconsin [Milwaukee] 2007), Milwaukee, Wis.  
 Daniel Gregory Markiewicz (M.Eng. Princeton Univ. 2006), New Canaan, Conn.  
 Rafael Ng (B.A. Brown Univ. 2007), Hong Kong, Hong Kong  
 Emily Sullivan Ottinger (B.A. Wellesley Coll. 2006), New Haven, Conn. (on leave, 2009–2010)  
 Jonah Asher Rowen (B.A. Carnegie Mellon Univ. 2008), New York, N.Y.  
 James Duggan Schrader (A.B. Princeton Univ. 2006), Mequon, Wis. (on leave, 2009–2010)  
 Seo Young Shin (B.Arch. Hongik Univ. 2008), Seoul, South Korea  
 Andrew Benjamin Smith-Rasmussen (B.A. Calvin Coll. 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  
 Susan Hideko Surface (B.F.A. Parsons School of Design 2004), University Place, Wash. (on leave, 2009–2010)  
 Tyler G. Survant (B.A. Washington Univ. [St. Louis] 2006), Lexington, Ky.  
 Alexandra Fox Tailer (B.S. Univ. Michigan [Ann Arbor] 2007), Essex Junction, Vt.  
 Mark Talbot (B.A. Ohio State Univ. [Columbus] 2008), Dublin, Ohio

Ryan Welch (B.A. Amherst Coll. 2003), Baltimore, Md.  
 Philip Legare Winn (B.A. Columbia Univ. 1999), 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), Sunghnam, South Korea  
 Emmett Zeifman (B.A. McGill Univ. 2006), Toronto, Canada  
 Matthew Aaron Zych (B.S. SUNY [Buffalo] 2008), Syracuse, N.Y.

*Second-year class, 59*

**FIRST YEAR**

Donald James Andrachuk (B.A.S. Univ. Waterloo 2008), Toronto, Canada  
 John Taylor Bachman (B.Des. Univ. Florida 2008), Orlando, Fla.  
 Jonas David Barre (B.A. Univ. Pennsylvania 2008), Stockholm, Sweden  
 Christos Chrisovalantis Bolos (B.S. Univ. Utah 2009), Ogden, Utah  
 Elizabeth Ann Bondaryk (B.A. Yale Univ. 2007), Canton, Mass.  
 Miroslava Brooks (B.S. Ohio State Univ. [Columbus] 2008), Columbus, Ohio  
 Can Vu Bui (B.Arch.Sc. Ryerson Polytechnical Univ. 2007), Mississauga, Canada  
 Vincent Michael Calabro (B.S. Univ. Cincinnati 2007), Hinckley, Ohio  
 Hao Chang (B.A. Williams Coll. 2005), New Haven, Conn.  
 Sierra Boaz Cobb (B.A. Amherst Coll. 2008), Kula, Hawaii  
 Amy Elizabeth DeDonato (B.A., B.S. Ohio State Univ. [Columbus] 2009), Maumee, Ohio  
 Danielle Jessica Duryea (B.Des. Univ. Florida 2009), Jacksonville, Fla.  
 Cotton Barrett Estes (B.A. Bowdoin Coll. 2007), New Haven, Conn.  
 Ilsa Eve Falis (B.A. Scripps Coll. 2006), Amherst, Mass.  
 Avram Michael Kraus Forman (A.B. Brown Univ. 2007), Hastings-on-Hudson, N.Y.  
 Will Howard Fox (B.A./B.S. Univ. Texas [Austin] 2007), Evanston, Ill.  
 Thomas Matthew Rolles Fryer (B.Des. Univ. New South Wales 2000), Canberra, Australia  
 Stephen Gary Gage (A.B. Washington Univ. [Missouri] 2007), Glen Ellyn, Ill.  
 Francesco Thiele Dario Galetto (B.A. Vassar Coll. 2006), Bethesda, Md.  
 Anthony William Gase (B.S. Kent State Univ. 2009), Wauseon, Ohio  
 James Francis Giroday (B.A. Hamilton Coll. 2009), Toronto, Canada  
 Eric Paul Gronstal (B.A. Arizona State Univ. 2008), Carroll, Iowa (on leave, 2009–2010)  
 Clay Callaway Hayles (B.A. Yale Univ. 2007), San Antonio, Tex.  
 Michael Theodore Holborn (B.Des. Univ. Florida 2009), Lake Mary, Fla.  
 Marcus Addison Hooks (B.A. Yale Univ. 2009), Memphis, Tenn.  
 Margaret Hu (B.A. Vassar Coll. 2004), Freehold, N.J.  
 Seema Saraswati Kairam (B.A. Yale Univ. 2007), New Rochelle, N.Y.  
 Jaeyoon Kim (B.A. Swarthmore Coll. 2007), Seoul, South Korea (on leave, 2009–2010)  
 Constantine Kiratzidis (B.S. Univ. Pretoria 2006), Phalaborwa, South Africa  
 Scott Kunstadt (A.B. Brown Univ. 2008), New York, N.Y.  
 Brian Michael Levy (B.A. Hunter Coll. [CUNY] 2004), Satellite Beach, Fla.  
 Amir Mikhaeil (B.Des. Univ. Florida 2006), Orlando, Fla.



Isaiah Bernard Miller (B.A. Hampshire College 2007), Garfield, N.J.  
 Greta Kristin Modesitt (B.S. Univ. Virginia 2007), Atlanta, Ga.  
 Michael Edward Moirano (B.S. Cornell Univ. 2006), Chicago, Ill.  
 William Forbes Mudge (B.A. Skidmore Coll. 2004), Hanover, N.H.  
 Christian Hart Nakarado (B.A. Yale Univ. 2007), Golden, Colo.  
 Diana Nee (B.S. Massachusetts Inst. of Technology 2007), Arcadia, Calif.  
 Alexander Osei-Bonsu (B.F.A. Univ. Oxford 2007), London, United Kingdom  
 Ashley Lauren Ozburn (B.S. Univ. Virginia 2006), Marshall, Va.  
 Nancy Li Putnam (B.S. Univ. Virginia 2004), Palmyra, Va.  
 Ann Lane Rick (B.A. Yale Univ. 2008), Atlanta, Ga.  
 Dawood Farid Rouben (B.S. Massachusetts Inst. of Technology 2009), Manama,  
     Bahrain  
 Karl A. Schmeck (B.S. Univ. Michigan [Ann Arbor] 2008), Shelby Township, Mich.  
 Melissa H. Shin (B.S. Massachusetts Inst. of Technology 2007), Bloomfield Hills,  
     Mich.  
 James Edward Sobczak (B.S. Univ. Michigan [Ann Arbor] 2007), Toledo, Ohio  
 Yang Hee Song (B.Arch. Chung-Ang Univ. 2008), Seoul, South Korea (on leave,  
     2009–2010)  
 Ian Gordon Starling (B.A. Univ. Pennsylvania 2008), New Orleans, La.  
 Jeremy David Steiner (B.A. Univ. California [Berkeley] 2007), Nokomis, Fla.  
 Justin Terrance Trigg (B.S. Univ. Virginia 2004), Napa, Calif.  
 Laura Clark Wagner (A.B. Brown Univ. 2005), New Haven, Conn. (on leave, fall  
     2009)  
 Shuo Zhai (B.A. Stanford Univ. 2005), Sacramento, Calif.  
 Daria Zolotareva (B.F.A. Univ. Pennsylvania 2007), Philadelphia, Penn.

*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. (graduated February 2010)
- 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.
- Leyla Kori (B.Arch. Istanbul Technical Univ. 2006), Istanbul, Turkey (in attendance fall 2009 only)
- Terri W. Lee (B.Arch. Cornell Univ. 2004), New Haven, Conn. (in attendance fall 2009 only)
- Scott Brandon O'Daniel (B.Arch. Univ. Kentucky [Lexington] 2004), Union, Ky.
- Cyrus Dinyar Patell (B.Arch. Visveswaraiah Tech Univ. 2006), Bangalore, India
- David Christian Petersen (B.Arch. Cooper Union 2007), Brooklyn, N.Y.
- 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.
- 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, fall 2009)
- Andrea Vittadini (B.Arch. Polytechnic [Milan, Italy] 2008), Monza, Italy

*Second-year class, 15*

FIRST YEAR

- Bradley Edward Baer (B.Arch. Iowa State Univ. 2007), Morton, Ill.
- Lis Cena (B.Arch. Cooper Union 2008), Pristina, Kosovo
- Patrick J. Delahoy (B.Arch. Cornell Univ. 2007), Rocky Hill, N.J.
- Erin Colleen Dwyer (B.Arch. Univ. Notre Dame [Indiana] 2005), New Haven, Conn.
- Gregory William Gundersen (B.Arch. Oklahoma State Univ. 2009), Sand Springs, Okla.
- Ching-Wen Hsiao (M.Arch. National Taipei Univ. 2006), Yuanlin, Taiwan (on leave, 2009–2010)
- Alexandra Kiss (B.Arch. Cooper Union 2005), Toronto, Canada
- Qiwei Liang (B.Arch. Tsinghua Univ. 2008), Haikou, China (on leave, 2009–2010)
- Lisa Marie Lombardi (B.Arch. Univ. Notre Dame [Indiana] 2006), Milton, Mass.
- Artem Arikovich Melikyan (M.Arch. Moscow Architectural Inst. 2002), Moscow, Russia
- Yoshie Narimatsu (M.Arch. Keio Univ. [Tokyo] 2008), Tokyo, Japan
- Emer Therese O'Daly (B.Arch. Univ. College Dublin 2004), Dublin, Ireland
- Amir Shahroz Shahrokhi Ebrahimi Pour (B.Arch. Cooper Union 2005), Toronto, Canada



Katsunori Shigemi (B.Arch. California Polytechnic State Univ. [San Luis Obispo] 2008), Yamaguchi City, Japan

Jeongyeap Shin (B.Arch. Korea Univ. 2009), Chuncheon Kangwon-do, South Korea

Danh T. Thai (B.Arch. California Polytechnic State [San Luis Obispo] 2008), Westminster, Calif.

Francisco Jesus Waltersdorfer (M.Arch. Florida International Univ. 2004), New York, N.Y.

David Kihyok Yang (B.Arch. Cornell Univ. 2006), Rego Park, N.Y.

Guang Yang (B.Arch. Tsinghua Univ. 2009), Beijing, China

*First-year class, 19*

### *Registered for the Degree of Master of Environmental Design*

#### SECOND 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.

Zachary Morgan White (A.B. Univ. Chicago 2001), Appleton, Wis. (in absentia 2009–2010)

*Second-year class, 4*

#### FIRST YEAR

Andreas Kalpakci (M.Arch. Univ. Svizzera italiana Accademia de architettura [Mendrisio] 2009), Lugano, Switzerland

Eero Pekka Puurunen (M.Arch. Helsinki Univ. of Technology 2007), New Haven, Conn.

David Richard Rinehart (B.Arch. Univ. Notre Dame [Indiana] 2005), Plainfield, Ill.

James Christopher Stamp (M.Arch. Tulane Univ. 2004), Sylvania, Ohio

*First-year class, 4*

### *Registered for the Degree of Doctor of Philosophy*

#### FIRST YEAR

Joseph Lawrence Clarke (M.Arch. Univ. Cincinnati 2006), New York, N.Y.

Kyle Andrew Dugdale (M.Arch. Harvard Univ. 2002), New Haven, Conn.

*First-year class, 2*



# Awards

The following awards were made in the academic year 2009–2010. 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 Carlos Felix Raspall Galli.

*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 Matthew Aaron Zych.

*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 Marija Brdarski, Emmett Zeifman.

*David M. Schwarz/Architectural Services Good Times Award* (2000) Awarded to a graduating student for travel in Europe. Awarded to Eliza Weyland Higgins.

## 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 Andreea Cojocaru.

*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 Adam Joseph Towski.

*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 A. Talley Burns.

*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 Brett Patrick Appel.

*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 Anne-Marie Paula Armstrong.

*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 Jonah Asher Rowen.

*Sonia Albert Schimberg Prize* (1981) Awarded to a graduating woman student for outstanding academic performance. Awarded to Hilary Zaic.

*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 David Bijan Sadighian.

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

*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 Aurora Virginia Farewell.

*Gene Lewis Book Prize* (1986) Awarded to a graduating student who has shown promise for excellence in residential architecture. Awarded to Helen Brown.

*David Taylor Memorial Prize* (1996) Awarded to the graduating student who has shown promise or demonstrated interest in architectural criticism. Awarded to Aidan Joseph Doyle.

## INTERNSHIPS

*Takenaka Corporation Summer Internship* (1987) Awarded to Brian Oliver Butterfield.

*David M. Schwarz/Architectural Services Summer Internship and Traveling Fellowship* (2000) Awarded to Mark Talbot.

## SCHOLARSHIPS

*Franklin U. Gregory Memorial Scholarship* (1948) Awarded to Aidan Joseph Doyle.

*Charles O. Matcham Scholarship* (1954) Awarded to Catherine Elizabeth Anderson.

*Everett Victor Meeks Graduate Fellowship* (1956) Awarded to Anne-Marie Paula Armstrong.

*Eero Saarinen Memorial Scholarship* (1962) Awarded to Tyler Baldwin Velten.

*Carroll L.V. Meeks Memorial Scholarship* (1968) Awarded to David Bijan Sadighian.

*Samuel J. Fogelson Memorial Award* (1979) Awarded to Jason M. Bond.

*Christopher Tunnard Memorial Fellowship* (1979) Awarded to Scott Brandon O'Daniel.

*Anne C.K. Garland Award* (1980) Awarded to Aurora Virginia Farewell.

*Robert Allen Ward Scholarship* (1980) Awarded to Alejandro Fernandez de Mesa.

*Kenneth A. Housholder Scholarship* (1982) Awarded to Meredith McDaniel.

*Henry A. Pfisterer Scholarship* (1984) Awarded to Tomasz Smierzchalski.

*James Gamble Rogers Memorial Fellowships* (1990) Awarded to Melissa Kathleen Bauld, Jacob Lawrence Dagopolski, Anne Mason Kemper, Daniel Gregory Markiewicz, Andrew Benjamin Smith-Rasmussen, Mark Talbot, Leticia Wouk Almino De Souza.

*A. Whitney Murphy Scholarship* (1992) Awarded to Ozlem Caglar Tombus.

*Enid Storm Dwyer Scholarship* (1994) Awarded to Anne-Marie Paula Armstrong.

*Herman D.J. Spiegel Scholarship* (1999) Awarded to Joel R. Burke.

*Ulli Scharnberg Scholarship in memory of Carroll L.V. Meeks* (1999) Awarded to Meredith McDaniel.

*John W. Storrs Scholarship* (2001) Awarded to Paul Benjamin Howard.

*Harvey R. Russell Scholarship* (2002) Awarded to Chat Travieso.

*Yen and Dolly Liang Scholarship* (2002) Awarded to Andreea Cojocaru.

*Robert Leon Coombs Scholarship* (2002) Awarded to Amina Blacksher.

*Fermin R. Ennis Memorial Fellowship* (2002) Awarded to Emily Lauren Appelbaum.

*Frederick T. Ahlson Scholarship* (2004) Awarded to K. Brandt Knapp.

*David C. Morton II Scholarship* (2004) Awarded to Ian Westbrook Mills.

*Stanley Tigerman Scholarship* (2004) Awarded to Matthew David Persinger.

*Cesar Pelli Scholarship* (2005) Awarded to Carlos Felix Raspall Galli.

*Frederick Bland Scholarship* (2005) Awarded to Christine Chang.

*Hilder Family Scholarship* (2005) Awarded to Harvey Ho Wang Chung.

*Clarke Family Scholarship* (2006) Awarded to Palmyra Stefania Geraki, Aude-Hélène Jomini.

*Pickard Chilton Scholarship* (2006) Awarded to Cyrus Dinyar Patell.

*Alexander Gorlin Scholarship* (2006) Awarded to Hilary Zaic.

*Charles Gwathmey Scholarship* (2006) Awarded to Cory Collman.

*Ruesch Family Scholarship* (2006) Awarded to Eliza Weyland Higgins.

*Kenneth A. Housholder Memorial Scholarship* (2006) Awarded to Juenan Wu.

*Dilworth Family Scholarship* (2007) Awarded to Julianne Rebecca August-Schmidt.

*Richard D. Cohen Scholarship* (2007) Awarded to Aurora Virginia Farewell.

*Frank D. Israel Scholarship* (2008) Awarded to Rebecca Garnett.

*Norman R. Foster Scholarship* (2009) Awarded to Nicholas Andrew Gilliland.

*David M. Schwarz Scholarship* (2009) Awarded to Andrew Leon Ashey.

*John A. Carrafiell Scholarship* (2009) Awarded to Nathan Bright.

# 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](mailto:student.questions@yale.edu); Web site, [www.yale.edu/admit](http://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](http://www.yale.edu/graduateschool), write to [graduate.admissions@yale.edu](mailto: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.). 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](mailto:medical.admissions@yale.edu); Web site, <http://info.med.yale.edu/education/admissions>

**Divinity School** Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511; tel., 203.432.5360; fax, 203.432.7475; e-mail, [divinity.admissions@yale.edu](mailto:divinity.admissions@yale.edu); Web site, [www.yale.edu/divinity](http://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](mailto:admissions.law@yale.edu); Web site, [www.law.yale.edu](http://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](mailto:gradpro.law@yale.edu); Web site, [www.law.yale.edu](http://www.law.yale.edu)

**School of Engineering & Applied Science** Est. 1852. Courses for college graduates. Master of Science (M.S.), Master of Engineering (M.Eng.), and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Office of Graduate Admissions, Yale School of Engineering & Applied Science, P.O. Box 208267, New Haven CT 06520-8267; tel., 203.432.4250; e-mail, [grad.engineering@yale.edu](mailto:grad.engineering@yale.edu); Web site, <http://seas.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](mailto:artschool.info@yale.edu); Web site, <http://art.yale.edu>

**School of Music** Est. 1894. Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; tel., 203.432.4155; fax, 203.432.7448; e-mail, [gradmusic.admissions@yale.edu](mailto:gradmusic.admissions@yale.edu); Web site, [www.music.yale.edu](http://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.) awarded by the Graduate School of Arts and Sciences.

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](mailto:fesinfo@yale.edu); Web site, [www.environment.yale.edu](http://www.environment.yale.edu)

**School of Public Health** Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.). Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; tel., 203.785.2844; e-mail, [ysph.admissions@yale.edu](mailto:ysph.admissions@yale.edu); Web site, <http://publichealth.yale.edu>

**School of Architecture** Est. 1916. Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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](mailto:gradarch.admissions@yale.edu); Web site, [www.architecture.yale.edu](http://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.) awarded by the Graduate School of Arts and Sciences.

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; tel., 203.785.2389; Web site, <http://nursing.yale.edu>

**School of Drama** Est. 1955. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please write to the Admissions Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 203.432.1507; e-mail, [ysd.admissions@yale.edu](mailto:ysd.admissions@yale.edu); Web site, [www.drama.yale.edu](http://www.drama.yale.edu)

**School of Management** Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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](mailto:mba.admissions@yale.edu); Web site, <http://mba.yale.edu>



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This is a detailed campus map of Yale University, showing various buildings, streets, and landmarks. The map is oriented with North at the top. Key areas include the Old Campus, New Haven Green, and the Rudolph Hall School of Architecture. Streets shown include Elm Street, Chapel Street, College Street, and others. Buildings are labeled with names like 'Hewitt Quad', 'Cross Campus', 'Old Campus', and 'Rudolph Hall School of Architecture'. A compass rose indicates North is up.

# 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.

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, 221 Whitney Avenue, 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 Vice President for Human Resources and Administration, PO Box 208322, New Haven CT 06520-8322, 203.432.8049, 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 are submitted online. 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

*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:* Yale Health, 55 Lock Street, PO Box 208237, New Haven CT 06520-8237, 203.432.0246

*Housing:* Department of Graduate Housing, 420 Temple Street (Helen Hadley Hall), PO Box 208202, New Haven CT 06520-8202, 203.432.6112

*Payment of Fees:* Office of Student Financial Services, 246 Church Street, PO Box 208232, New Haven CT 06520-8232, 203.432.2700

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