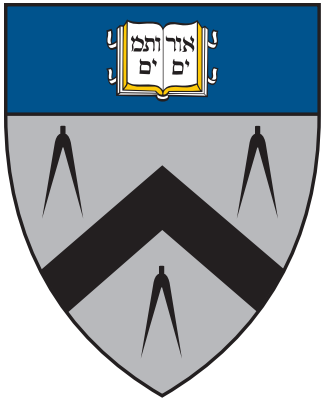
School of Architecture
2022–2023



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Series 118 Number 10 August 5, 2023

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School of Architecture
2022–2023

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Contents

Calendar 5
The President and Fellows of Yale University 7
The Officers of Yale University 8
School of Architecture Faculty and Administration 9
A Message from the Dean 22
History and Objectives of the School 23
Master of Architecture I Degree Program 26
    First Professional Degree 26
Master of Architecture II Degree Program 31
    Post-Professional Degree 31
Master of Environmental Design Degree Program 34
    Research-Based Thesis Program 34
Doctor of Philosophy Program 38
Joint-Degree Programs and Undergraduate Studies 42
    Joint-Degree Programs 42
    Undergraduate Studies 46
Study Areas and Course Descriptions 50
    Design and Visualization 50
    Technology and Practice 59
    History and Theory 66
    Urbanism and Landscape 76
Admissions 85
    General Admission Requirements 85
    M.Arch. I: Three-Year Program Admission Requirements 85
    M.Arch. II: Two-Year Program Admission Requirements 85
    M.E.D. Program Admission Requirements 86
    Ph.D. Program Admission Requirements and Application Process 86
    Application Process: M.Arch. and M.E.D. Programs 86
Tuition 90
    Total Cost of Education 90
    Student Accounts and Billing 90
    Tuition Rebate and Refund Policy 92
    Interruption or Temporary Suspension of University Services or Programs 93
Financial Assistance for the Master's Programs 95
International Students 102
Life at the School of Architecture 105
    Lectures 105
    Symposia 106
    Exhibitions 107
    Publications 107
    Yale Urban Design Workshop 108
    Student Organizations 109
    Facilities 109

Academic Regulations 111
General Regulations 115
Committee Structure 116
Freedom of Expression 117
Yale University Resources and Services 118
A Global University 118
Yale University Library 119
Cultural Resources 119
Athletic Facilities 121
Religious Resources 122
Health Services 123
Housing and Dining 127
Student Accessibility Services 128
Resources on Sexual Misconduct 128
Life in New Haven 131
Endowment Funds 132
School of Architecture Students 154
Awards 156
The Work of Yale University 158
Travel Directions 161
Campus Map 162

CALENDAR

FALL 2022

July 11	M	Incoming first-year M.Arch. I 1000c classes begin, 9 a.m.
Aug. 1	M	Incoming first-year M.Arch. II 1062c classes begin, 9 a.m.
Aug. 12	F	1000c classes end, 5:20 p.m.
Aug. 15	M	Shop Orientation for incoming students begins, 9 a.m.
Aug. 19	F	1062c classes end, 5:20 p.m. Shop Orientation ends
Aug. 24	W	University orientation for incoming students, 10:30 a.m.–12 p.m. Bus tour and picnic for incoming students, 2–8:30 p.m.
Aug. 25	TH	Registration for all students begins, 9 a.m. School Orientation for incoming students, 9–11 a.m. Advanced Studio Lottery, 11 a.m. Fall-term studio classes begin, 2 p.m. Serlio registration opens
Aug. 26	F	Fall-term non-studio classes begin, 8:30 a.m. Friday classes do not meet; Monday classes meet instead
Sept. 2	F	Student course registrations due, 4 p.m.
Sept. 5	M	No classes. Labor Day
Sept. 24	SA	Advanced studio travel period begins
Oct. 2	SU	Advanced studio travel period ends
Oct. 17–21	M–F	Midterm week
Nov. 18	F	Fall recess begins, 5:20 p.m.
Nov. 28	M	Classes resume, 8:30 a.m.
Dec. 2	F	Fall-term classes end, 5:20 p.m.
Dec. 5–9	M–F	Design studio jury week
Dec. 12–16	M–F	Non-studio course examination period
Dec. 16	F	Winter recess begins, 5:20 p.m.

SPRING 2023

Jan. 2	M	Closing date for applications for admission in 2023
Jan. 12	TH	Registration for all students begins, 9 a.m. Advanced Studio Lottery, 11 a.m. Spring-term studio classes begin, 2 p.m.
Jan. 13	F	Spring-term non-studio classes begin, 8:30 a.m. Friday classes do not meet; Monday classes meet instead
Jan. 16	M	No classes. Martin Luther King, Jr. Day
Jan. 20	F	Student course registrations due, 4 p.m.
Feb. 11	SA	Advanced studio travel period begins
Feb. 19	SU	Advanced studio travel period ends
Mar. 6–10	M–F	Midterm week
Mar. 10	F	Spring recess begins, 5:20 p.m.
Mar. 27	M	Classes resume, 8:30 a.m.
Apr. 6	TH	Open House for accepted applicants

Apr. 28	F	Spring-term classes end, 5:20 p.m.
May 1–5	M–F	Design studio jury week
May 8	M	2017c, Building Project II, begins for first-year M.Arch. I students
May 8–11	M–TH	Non-studio final examination period, except for 2022b
May 12	F	Final examination period for 2022b
May 15	M	1019c classes begin for first-year M.Arch. I students, 9:30 a.m.
May 22	M	University Commencement
June 30	F	M.Arch. I first-year 1019c and 2017c classes end, 5:20 p.m.

THE PRESIDENT AND FELLOWS OF YALE UNIVERSITY

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

Fellows
His Excellency the Governor of Connecticut, *ex officio*
Her Honor the Lieutenant Governor of Connecticut, *ex officio*
Joshua Bekenstein, B.A., M.B.A., Wayland, Massachusetts
Michael James Cavanagh, B.A., J.D., Philadelphia, Pennsylvania
Charles Waterhouse Goodyear IV, B.S., M.B.A., New Orleans, Louisiana
Catharine Bond Hill, B.A., B.A., M.A., Ph.D., Bronx, New York
William Earl Kennard, B.A., J.D., Charleston, South Carolina
Frederic David Krupp, B.S., J.D., Norwalk, Connecticut (*June 2028*)
Reiko Ann Miura-Ko, B.S., Ph.D., Menlo Park, California (*June 2025*)
Carlos Roberto Moreno, B.A., J.D., Los Angeles, California (*June 2026*)
Emmett John Rice, Jr., B.A., M.B.A., Bethesda, Maryland
Joshua Linder Steiner, B.A., M.St., New York, New York
David Li Ming Sze, B.A., M.B.A., Hillsborough, California
David Anthony Thomas, B.A., M.A., M.A., Ph.D., Atlanta, Georgia (*June 2027*)
Kathleen Elizabeth Walsh, B.A., M.P.H., Boston, Massachusetts (*June 2023*)
Michael James Warren, B.A., B.A., Washington, D.C. (*June 2024*)

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Dolores Hayden, B.A., M.Arch., Professor Emerita of Architecture and Professor Emerita of American Studies
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Robert A.M. Stern, B.A., M.Arch., Professor Emeritus of Architecture

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Marc de La Bruyère, Edward P. Bass Distinguished Visiting Architecture Fellow
Billy Fleming, Diana Balmori Visiting Professor of Landscape Architecture
Francis Kéré, Louis I. Kahn Visiting Professor of Architectural Design
Joan Ockman, Vincent Scully Visiting Professor of Architectural History
Brigitte Shim, Norman R. Foster Visiting Professor of Architectural Design
Billie Tsien and Tod Williams, Charles Gwathmey Professors in Practice
Xu Tiantian, William B. and Charlotte Shepherd Davenport Visiting Professor of Architectural Design

Spring 2023

Ann Beha, Robert A.M. Stern Visiting Professor of Classical Architecture
Tatiana Bilbao, William Henry Bishop Visiting Professor of Architectural Design
Billy Fleming, Diana Balmori Visiting Professor of Landscape Architecture
Momoyo Kaijima, Norman R. Foster Visiting Professor of Architectural Design
Thomas Kelley, Louis I. Kahn Visiting Assistant Professor of Architectural Design
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Mabel Wilson, Eero Saarinen Visiting Professors of Architectural Design
Ray Winkler, Charles Gwathmey Professors in Practice
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William Richo, B.S., Library Services Assistant
Maria Zapata, A.S., Technical Services Assistant

VISITING PROFESSORSHIPS

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
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
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
Lise Anne Couture, Fall 2009
Leon Krier, Fall 2002, Spring 2003, Fall 2005, Fall 2007, Fall 2009
Massimo Scolari, Fall 2006–2008, Fall 2010, Spring 2012
Elia Zenghelis, Fall 2013, Fall 2015
Hans Kollhoff, Spring 2016
Greg Lynn, Spring 2000–2003, Fall 2003, Spring 2005–2016
Tod Williams and Billie Tsien, Spring 1992, Fall 2012, Fall 2014, Fall 2016
Frank O. Gehry, Fall 1982, Fall 1985, Fall 1988, Fall 1989, Fall 1999, Fall 2017
Alan Ricks, Spring 2018
Julie Snow, Fall 2018
Pier Vittorio Aureli, Spring 2013–2014, Spring 2017–2019
Francis Kéré, Fall 2019

Anupama Kundoo, Spring 2020
Marc Tsurumaki, Fall 2020
Sara Caples and Everardo Jefferson, Spring 2021
Heather Roberge, Fall 2021

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
Ray Huff, Fall 1994
Steven Izenour, Fall 1995

Merrill Elam, Fall 1996
Jose Antonio Acebillo, Fall 1997
Raimund Abraham, Fall 1998
Julie Eizenberg and Hendrik Koning, Spring 1999
Colin St. John Wilson, Spring 2000
Brigitte Shim, Fall 2001
Lise Anne Couture, Spring 2002
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
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
Bjarke Ingels and Thomas Christoffersen, Spring 2012
Diana Balmori, Fall 2008, Fall 2010, Fall 2012
Deborah Berke, Spring 2014
Thomas H. Beeby, Spring 1993–1998, Spring 2011, Spring 2013, Spring 2015
Sean Griffiths and Sam Jacob, Spring 2016
Francine Houben, Spring 2017
Julie Eizenberg, Spring 2004, Spring 2018
Simon Hartmann, Fall 2018
Thomas Phifer, Spring 2019
Teddy Cruz and Fonna Forman, Fall 2019
Kevin Carmody and Andy Groarke, Fall 2020
Alan Ricks, Fall 2021
Joe Day, Spring 2022

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
Zaha Hadid, Spring 2000, Spring 2002, Spring 2004, Spring 2007
Joshua Prince-Ramus and Erez Ella, Fall 2007
Francisco Mangado, Fall 2008
John Patkau, Spring 2009
Stefan Behnisch, Spring 2005–2006, Spring 2008, Fall 2009
Paul Katz, James von Klemperer, and Forth Bagley, Spring 2011
Gregg Pasquarelli, Fall 2006, Fall 2012
Angelo Bucci, Spring 2013
Brigitte Shim, Fall 2005, Fall 2010, Spring 2014
Sean Griffiths, Charles Holland, and Sam Jacob, Fall 2014
Hernan Diaz Alonso, Spring 2015
Marion Weiss and Michael Manfredi, Fall 2015
Frank O. Gehry, Spring 2008, Spring 2012, Spring 2016
James von Klemperer and Forth Bagley, Fall 2016
Patrick Bellew and Andy Bow, Spring 2010, Fall 2011, Fall 2013, Spring 2017
Elia Zenghelis, Fall 2017
Hildigunnur Sverrisdóttir, Spring 2018
Adam Yarinsky, Fall 2018
Yolande Daniels, Spring 2019
David Gissen, Fall 2019
Cazú Zegers, Spring 2020
Deborah Saunt, Fall 2020
Sandra Barclay and Jean Pierre Crousse, Spring 2021
Rossana Hu and Lyndon Neri, Spring 2022

The Louis I. Kahn Visiting Professorship

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

Daniel Libeskind, Fall 1999
Peter Eisenman, Fall 2001–2009, Spring 2007–2009
Tod Williams and Billie Tsien, Fall 2000, Spring 2003, Spring 2005, Fall 2010
Yvonne Farrell and Shelley McNamara, Fall 2011
Leon Krier, Spring 2013
Demetri Porphyrios, Spring 2011–2012, Fall 2013
Frank O. Gehry, Spring 2002, Spring 2004, Spring 2006, Spring 2010, Spring 2014
Pier Vittorio Aureli, Spring 2015–2016
Thomas Phifer, Spring 2017
Róisín Heneghan and Shih-Fu Peng, Fall 2012, Spring 2018
Brigitte Shim, Spring 2019
Francine Houben, Spring 2020
Marlon Blackwell, Spring 2021
Lina Ghotmeh, Fall 2021
Frida Escobedo, Spring 2022

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
Hernan Diaz Alonso, Fall 2010
Makram el Kadi, Spring 2011
Tom Coward, Daisy Froud, Vincent Lacovara, and Geoff Shearcroft, Fall 2011
Joe Day, Spring 2012
Tom Wiscombe, Fall 2012
Adib Cure and Carie Penabad, Spring 2013
Marcelo Spina and Georgina Huljich, Fall 2013

Dan Wood, Spring 2014
Elizabeth Gray and Alan Organschi, Fall 2014
Tatiana Bilbao, Spring 2015
Sara Caples and Everardo Jefferson, Fall 2015
Kersten Geers, Spring 2016
Michael Young, Fall 2016
David Erdman, Spring 2017
Scott Ruff, Fall 2017
Florencia Pita and Jackilin Hah Bloom, Spring 2018
Omar Gandhi, Fall 2018
Todd Reisz, Spring 2019
Fernanda Canales, Fall 2019
Stella Betts, Spring 2020
Luis Callejas and Charlotte Hansson, Fall 2020
Chris T. Cornelius, Spring 2021
Abeer Seikaly, Fall 2021
Rodney Leon, Spring 2022

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
Vincent Lo, Spring 2011
Douglas Durst, Spring 2012
Isaäc Kalisvaart, Spring 2013
Rafael Birmann, Spring 2015
Jonathan F.P. Rose, Fall 2015
Jonathan Emery, Fall 2016
Janet Marie Smith, Fall 2017
Michael Samuelian, Fall 2018
John Spence, Fall 2013, Fall 2019
Abby Hamlin, Fall 2020
Nnenna Lynch, Fall 2021

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 2010–2014
Annabel Wharton, Fall 2014
Kathleen James-Chakraborty, Fall 2015–2016
Mario Carpo, Fall 2010–2013, Fall 2017
Anthony Vidler, Spring 2015–2018, Fall 2018
Esther da Costa Meyer, Spring 2019
Mary McLeod, Fall 2019
Joan Ockman, Spring 2020–Spring 2022

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 scholars have held this assistant professorship:

Elihu Rubin, Fall 2007–Spring 2012
Todd Reisz, Spring 2013–2017
Jesse LeCavalier, Spring 2018, Fall 2018, Spring 2019
Anthony Acciavatti, Fall 2019–Spring 2022

The Norman R. Foster Visiting Professorship

Established through the generosity of Norman R. Foster (M.Arch. 1962, D.F.A.H. 2003), this professorship enables the School to invite distinguished international architects to teach in the design studio. Since 2010, the following architects have held this professorship:

David Chipperfield, Fall 2011
Alejandro Zaera-Polo, Fall 2010, Spring 2012
Zaha Hadid, Spring 2013
Bijoy Jain, Fall 2013
David Adjaye, Spring 2014
John Patkau, Spring 2011, Fall 2012, Fall 2014
Niall McLaughlin, Spring 2015
Zaha Hadid and Patrik Schumacher, Spring 2016
Wolf D. Prix, Spring 2016
Marianne McKenna, Fall 2016
Gonca Pa#olar and Emre Arolat, Fall 2017
Lyndon Neri and Rossana Hu, Fall 2018
Sandra Barclay and Jean Pierre Crousse, Spring 2019
Elia Zenghelis, Fall 2019
Hitoshi Abe, Fall 2021
Caroline Bos, Fall 2022
Tatiana Bilbao, Spring 2017–2018, Spring 2020–2022

The Robert A.M. Stern Visiting Professorship

Established through the generosity of Robert Rosenkranz (B.A. 1962), Alexandra Munroe, and friends and colleagues in honor of Robert A.M. Stern (M.Arch. 1965), Dean of the School of Architecture from 1998 to 2016, this professorship enables the School to invite distinguished architects whose design philosophies reflect the tenets of Classical architecture to teach in the design studio. Since 2015, the following architects have held this professorship:

Leon Krier, Spring 2015
Demetri Porphyrios, Fall 2015
Elizabeth Plater-Zyberk, Spring 2017
Elizabeth Moule, Spring 2018
Paul Florian, Spring 2019
Norma Barbacci, Spring 2020
Melissa DelVecchio, Spring 2021
Todd Saunders, Fall 2021
Michael Imber, Spring 2022

A MESSAGE FROM THE DEAN

The Yale School of Architecture educates architects, scholars, teachers, and leaders who will shape the future through design. The School emphasizes an architectural education based in the real world and strives to build more inclusive, diverse, and equitable design professions. Founded in 1916 as an architecture program rooted in the Beaux-Arts tradition, the School became one of the leading institutions for modern architecture in the United States under Paul Rudolph, before becoming an incubator for cultural postmodernism later in the twentieth century. Today, our focus is on engaging with the world beyond the academy to create an ethical, relevant architecture that supports a sustainable, resilient planet.

The Building Project, founded in 1967, allows students in the professional Master of Architecture (M.Arch. I) degree program to design and construct a building in New Haven, giving them on-site experience that fosters connections to our community. Students in the post-professional Master of Architecture (M.Arch. II) degree program pursue a series of design research seminars, studios, and symposia, building on their previous studies to reenter the professional world as leaders. Students in both M.Arch. programs work closely with a renowned full-time and tenured faculty together with a visiting faculty of internationally recognized designers to develop an individual professional practice. Our Master of Environmental Design (M.E.D.) students pursue interdisciplinary and individually determined courses of study, culminating in thoroughly researched thesis projects.

This bulletin details the requirements of the N.A.A.B.-accredited M.Arch. I program, as well as those of the post-professional M.Arch. II program and the M.E.D. In addition to our core studios and seminars, wide-ranging elective offerings are available within the School of Architecture across our four curricular study areas: Design and Visualization, Technology and Practice, History and Theory, and Urbanism and Landscape. Students in all three programs are encouraged to also explore course offerings from Yale's many other schools and departments, as well as its world-class museums, archives, and collections.

The Yale School of Architecture is a deeply collaborative learning environment, nestled within Paul Rudolph's intricate and expressive masterpiece, the Yale Art & Architecture Building (now Paul Rudolph Hall). Our studio spaces are open areas where students learn from each other as well as from the faculty, and surround the review spaces so that pin-ups, critiques, lessons, and social events can include and benefit everyone. We believe in open discussion and in the multiplicity of approaches to designing the built environment.

Welcome.

Deborah Berke, FAIA LEED AP
Dean, Yale School of Architecture

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 also supports the Yale College undergraduate Architecture major and Urban Studies major. 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 the Environment offer a joint-degree program leading to the degrees of Master of Architecture and Master of Environmental Management (M.E.M.).

Objectives

The mission of the Yale School of Architecture is to educate architects, scholars, teachers, and leaders who will shape the future through design. Through the design process, architecture addresses the interrelated environmental, behavioral, social, and cultural issues that underlie the organization of built form. The student of architecture is called upon to direct sensitivity, imagination, empathy, and intellect to respond to these fundamental issues in designing the built environment. 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 both a core expertise and a broad mode of engaging with the world. The program, therefore, is based on the following intentions:

1. to foster creativity and innovation, stretching our modes of study by drawing upon the forward-thinking, future-focused, scholarly ethos of the larger University in which we are situated;
2. to foster a culture of collaboration and inclusion that welcomes many perspectives and backgrounds and integrates architecture with other disciplines;

3. to act on our intellectual curiosity and spirit of inquiry to explore, research, experiment, and invent solutions to real design challenges and opportunities;
4. to engage with the world beyond the academy to create an ethical, relevant architecture that supports a sustainable, resilient planet.

The School offers an integrated curriculum and programming that respond to the needs and conditions of building in the twenty-first century. It aspires to sustain a school culture that is rooted in inclusivity and collaboration. To embrace an increasingly diverse culture, the School is committed to understanding the needs of staff, faculty, and students of varied backgrounds and establishing a system that supports all its members.

The Yale School of Architecture offers graduate-level professional education and advanced research opportunities in architecture and allied design professions. Undergraduate majors in Architecture and Urban Studies are 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 degree of Master of Architecture, the design studio is the core of the School's curriculum, a laboratory to explore interrelationships between social and environmental purpose, material form, and technical knowledge. Design is emphasized as a process that weaves together collaboration, innovation, risk-taking, and experimentation. The studio fosters a generative environment of open discussion. Students come together to present and discuss projects and proposals with fellow classmates, faculty, visiting critics, professionals, activists, researchers, potential occupants, and the general public. The design studio combines individual and group instruction, varying from desk crits with individual faculty members, to pinups with several faculty members and fellow students, to more formal midterm and final reviews with 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 collaborative skills, individual creativity, and the understanding of architectural problems and the ability to solve them. 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. Core courses in each of these study areas strategically parallel work in the design studio, encouraging students to make connections between what they are making in the studio and what they learn outside it.

The area of design and visualization includes 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, computational modeling, 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, ecological, 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. The global diversity of architectural practice and the interrelated environmental and urban challenges the world faces are directly engaged in studios and classes that collaborate with scholars, clients, consultants, and stakeholders.

The diversity of course offerings in the School 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.

While advanced studies and research in architecture and urbanism are supported throughout the M.Arch. I curriculum, 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. Students develop individual research projects that are developed through a structured set of seminars and culminating studio. These projects address important social, cultural, and environmental issues of the built environment. The M.Arch. I students share studios and classes with those from the M.Arch. II and M.E.D. programs, creating opportunities for lively exchange.

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.

The School believes that the educational experience of its program is enriched by students who have diverse educational backgrounds and, therefore, embraces students who in their undergraduate education have majored in a wide spectrum of disciplines, from architecture to any of the arts, sciences, or humanities. This program, leading to a degree of Master of Architecture (M.Arch.), is for students holding undergraduate liberal arts degrees, such as a B.A. or B.S., who seek their first professional architectural degree. It typically requires three years of full-time residency to complete the degree requirements.

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 in the first year start in the fall term at limited scale and by the spring term 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. 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, critical thinking, 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: 114 credits

FIRST-YEAR REQUIRED COURSES

Pre-First Year (Summer)		
ARCH 1000	Architectural Foundations [1]	0
Fall		
ARCH 1011	Architectural Design 1	9
ARCH 2011	Structures I	3
ARCH 3011	Architecture and Modernity I: Sites and Spaces	3
Visualization elective [2]		3
Spring		
ARCH 1012	Architectural Design 2	9
ARCH 2012	Structures II	3
ARCH 2016	Building Project I: Research and Design	3
ARCH 3012	Architecture and Modernity: Theories and Projects	3
Early Summer		
ARCH 2017	Building Project II [3]	3
ARCH 1019	Visualization and Computation [3]	3

SECOND-YEAR REQUIRED COURSES

Fall		
ARCH 1021	Architectural Design 3	9
ARCH 2021	Environmental Design	3
ARCH 4011	Introduction to Urban Design	3
Elective [4]		3
Spring		
ARCH 1022	Architectural Design 4	9
ARCH 2022	Systems Integration and Development in Design	3
Elective [4]		3
Elective [4]		3

THIRD-YEAR REQUIRED COURSES

Fall		
Advanced Design Studio		9
ARCH 2031	Architectural Practice and Management	3
Elective [4]		3
Elective [4]		3

Spring	
Advanced Design Studio	9
Elective [4]	3
Elective [4]	3
Elective [4]	3

[1] 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 ordinarily begins in mid-July and concludes in mid-August.

[2] Students are offered a selection of course options in the fall term of their first year that satisfy the first-term visualization requirement. Selection is made through a student-run lottery.

[3] This course typically concludes in late June.

[4] One elective must be a qualified Visualization elective (in addition to the required Visualization elective taken during the first year of study), one elective must be in the History and Theory studyarea and must require one or more research papers totaling at least 5,000 words, one elective must be in the Urbanism and Landscape studyarea, and one elective must be in the Technology and Practice studyarea. These required electives must be taken within the School of Architecture and may be taken in any term. Students may not substitute independent elective course work to fulfill these requirements.

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 (except for ARCH 2031), 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. Support course waivers are granted by the Curriculum and Rules Committees based upon the recommendations of the course's study area coordinators. Requests for a waiver must be submitted to one of the 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 four summer preparation courses that are required of incoming M.Arch. I students.

1. Architectural Foundations (ARCH 1000). This five-week course is offered at no charge for those newly admitted students who do not have significant pre-architectural training. This course is required only for those students who have been informed in their acceptance letter that they must take this course. 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. Summer Shops Techniques Course. This one-week course introduces incoming students to the School's fabrication equipment and shops. 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. Summer Digital Media Orientation Course. This two-part course, which occurs during the same week as the Summer Shops Techniques Course, covers accessing the School's servers, the use of the School's equipment, and the School's digital media policies and procedures. This course is required only for those M.Arch. I students who did not take Architectural Foundations (ARCH 1000); see paragraph 1 above.
4. Arts Library Research Methods Session. This ninety-minute session 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 114 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 is available online at http://architecture.yale.edu/academics/school-handbook.

National Architectural Accrediting Board (NAAB)

Following is information from the National Architectural Accrediting Board, with the date of the next NAAB accreditation visit to be announced in the formal report on the results of the 2022 accreditation visit:

> "In the United States, most 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.
>
> Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

Yale University, School of Architecture offers the following NAAB-accredited degree programs:

M.Arch. (pre-professional degree + 114 credits)
M.Arch. (non-pre-professional degree + 114 credits)"

MASTER OF ARCHITECTURE II DEGREE PROGRAM

POST-PROFESSIONAL DEGREE

Bimal Mendis, Director of Post-Professional Studies

The Master of Architecture II program is for students already holding a professional degree in architecture (B.Arch., or an equivalent first professional degree) 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 to give shape to their own future disciplinary and professional direction. Since candidates for this program are expected to have received a professional degree prior to admittance, it should be understood that the degree awarded from this program will not fulfill the educational prerequisite for obtaining an architect's license in the United States.

This program leads to a degree of Master of Architecture (M.Arch.) and typically requires two years of full-time residency. 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.

Students develop their own independent design research projects over four terms, beginning with two required preparatory seminars and culminating in an independent design research studio in their final term. Within this common framework, students take an advanced design studio, selected by lottery, in each of the first three terms; these are led by leading designers, urbanists, and theoreticians drawn from the architecture profession worldwide.

Students also take elective courses and are encouraged to explore a diversity of elective seminar 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.

With a number of courses available within the School of Architecture, 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, and publications. 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.

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 REQUIRED COURSES

Fall		
Advanced Design Studio		9
ARCH 3072	Design Research I: Cross-Disciplinary Perspectives	3
Elective		3
Elective		3
Spring		
Advanced Design Studio		9
Elective		3
Elective		3
Elective		3

SECOND-YEAR REQUIRED COURSES

Fall		
Advanced Design Studio		9
ARCH 3073	Design Research II: Methods Workshop	3
Elective		3
Elective		3
Spring		
ARCH 1121	Design Research Studio	9
Elective		3
Elective		3
Elective		3

Summer Preparation Courses for Incoming M.Arch. II Students

In the three weeks before the beginning of the fall term, the School offers an integrated set of preparatory workshops required for incoming M.Arch. II students.

1. Summer Shops Techniques Course. This one-week course introduces incoming students to the School's fabrication equipment and shops. 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.
2. Summer Digital Media Orientation Course. This two-part workshop, which occurs during the same week as Summer Shops Techniques, covers accessing the School's servers, the use of the School's equipment, and the School's digital media policies and procedures.
3. Arts Library Research Methods. This ninety-minute session 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 is available online at http://architecture.yale.edu/academics/school-handbook.

MASTER OF ENVIRONMENTAL DESIGN DEGREE PROGRAM

RESEARCH-BASED THESIS PROGRAM

Keller Easterling, Director of M.E.D. Studies

The Master of Environmental Design program is a two-year research-based program of advanced architectural studies culminating in a written thesis or independent project. This full-residency program leads to a degree of Master of Environmental Design (M.E.D.)—a nonprofessional degree that does not fulfill prerequisites for licensure.

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 careers in writing, teaching, curatorial work, or critically informed professional practice, and may, in some cases, provide a basis for future Ph.D. studies in architecture and related fields. During their studies, students are encouraged to take advantage of the School's programs and resources, including teaching; symposia; and curatorial, editorial, and archive research projects.

The M.E.D. program is aimed at qualified applicants with a graduate or undergraduate degree in architecture or other disciplines who exhibit a strong capability for and interest in independent research. The main criterion for admission to the program is a well-defined research proposal for independent study that engages 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.

For more information on the M.E.D. program, its history, and current and past thesis projects, visit "M.E.D." under Academic Programs at http://architecture.yale.edu.

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 four 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 and subject of research; use of digital tools in fabricating building components and visualizing data; study of network geography and infrastructure.

Visual Studies: Visual communication and representation; exhibition technologies and curatorial strategies; role of various media in shaping architectural culture; notation and mapping techniques; design research.

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 (ARCH 3092). 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 (ARCH 3091) in the fall term of their first year and a course in architectural theory (ARCH 3012) 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 and online at Yale Course Search, http://courses.yale.edu.) All M.E.D. students are required to take ARCH 3092 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 Required Courses

Fall		
ARCH 3091	Methods and Research Workshop	3
ARCH 3092	Independent M.E.D. Research (and Electives)	3

Spring		
ARCH 3012	Architecture and Modernity: Theories and Projects	3
ARCH 3092	Independent M.E.D. Research (and Electives)	3

Second-Year Required Courses

Fall		
ARCH 3092	Independent M.E.D. Research (and Electives)	18
Spring		
ARCH 3092	Independent M.E.D. Research (and Electives)	18

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

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

1. Summer Digital Media Orientation Course. This half-day orientation covers accessing the School's servers, use of the School's equipment, and the School's digital media policies and procedures.
2. Arts Library Research Methodology Course. 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.

Keller Easterling, Chair
Marta Caldeira
Eeva-Liisa Pelkonen
Alan Plattus
Elihu Rubin

Additional Faculty from around the university who frequently serve as MED advisers and readers include:
Craig Buckley, History of Art
Francesco Casetti, Film and Media Studies
Fatima Naqvi, History of Art
William Rankin, History of Science
Kishwar Rizvi, History of Art

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). The in absentia tuition fee is $250 per term. 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 is available online at http://architecture.yale.edu/academics/school-handbook.

DOCTOR OF PHILOSOPHY PROGRAM

Joan Ockman, Director of Doctoral Studies

Fields of Study

The doctoral program in Architecture offers two tracks of study: History and Theory of Architecture, and Ecosystems in Architectural Sciences. Both tracks offer rigorous grounding in their respective fields of specialization while giving future scholars and educators a broad awareness of issues currently facing architecture in its relations with society and the world at large.

The History and Theory track provides training in the historiography and culture of architecture and the built environment. It prepares candidates for careers in university teaching, cultural advocacy and administration, museum curatorship, and publishing, among others. Students focus on a diverse range of topics, often drawing on related disciplines, ranging from art history to the history of science and technology and beyond. The program aims to foster both a deep knowledge of the past and a strong spirit of critical inquiry.

The Ecosystems in Architectural Sciences track provides preparation in interdisciplinary scientific inquiry in support of both academic and professional research careers, qualifying students to collaborate across disciplines and to incorporate experimental research methods within new design frameworks. Doctoral thesis work involves the investigation, development, and testing of novel material and information systems. Students in this track engage in research related to the behaviors of living ecosystems, emphasizing their interconnection with built environment processes.

Admission Requirements

Applicants must have a master's degree or equivalent in Architecture, Engineering, Environmental Design, or, exceptionally, a related field. They should specify to which track of the program—History and Theory of Architecture, or Ecosystems in Architectural Sciences—they seek admission. Two years of professional work in an architecture office are recommended. 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), which includes a section on spoken English. The TOEFL requirement may be waived only for applicants who, prior to matriculation at Yale, will have received a baccalaureate degree or its international equivalent from a college or university where English is the primary language of instruction. Applicants must have studied in residence at the baccalaureate institution for at least three years to receive the waiver. A waiver will not be granted on the basis of an advanced degree (such as M.A., M.S., or Ph.D.) from another institution.

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 substantial research paper or publication; and an explanation of their motivation for engaging in their chosen course of study. Qualified applicants may be invited to interview with a member of the doctoral faculty.

The portfolio should be a well-edited representation of the applicant's creative work. Portfolios may not contain videos. Anything submitted that is not entirely the applicant's own work must be clearly identified as such. The portfolio is submitted digitally as a single pdf document optimized not to exceed 20MB and will need to be uploaded as part of the online application. Pages of the pdf portfolio should be uploaded as spreads. The digital portfolio will be viewed on computer screens, so resolution above 150 dpi is not necessary.

Admission to the Ph.D. program in Architecture is administered by the Yale Graduate School of Arts and Sciences. For questions regarding admissions, please contact graduate.admissions@yale.edu.

The Application Process

The online application can be accessed at http://gsas.yale.edu/admission, when it is available. Applications for the program beginning in the 2023–2024 academic year must be submitted no later than January 2, 2023. Applicants will not be allowed to submit applications after the deadline has passed.

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.

Students are required to be full-time and in residence in the New Haven area during the first three academic years. (See Degree Requirements under Policies and Regulations in the bulletin of the Graduate School of Arts and Sciences.) Students in both tracks of the program take twelve graduate and Ph.D. seminars for credit. In the History and Theory track, these include a Ph.D. seminar taught in each of the first four terms by a member of the School of Architecture faculty that introduces the student to various methodologies and areas of study. Some seminars encourage primary research on a specific topic. Others offer a survey of historiographic approaches or focus on the reading of a body of texts. The four required seminars (ARCH 551, ARCH 552, ARCH 553, ARCH 554) form the methodological foundation of the program. In the Ecosystems in Architectural Sciences track, the requirements in the initial two years include four Ecosystems in Architectural Sciences seminars, ARCH 558, ARCH 559, ARCH 568, and ARCH 569.

Students in both tracks are encouraged to take courses related to their specific areas of interest outside the School of Architecture. For example, a student working on Italian modernism would be encouraged to take a course in Italian history or culture. Likewise, a student working on biodiversity in urban contexts might take courses in the School of the Environment. Typically, at least two of the eight elective seminars would be in related fields. Students can also opt to do independent readings with individual faculty members related to their specific areas of interest.

Not later than the end of their second year, students in the History and Theory of Architecture track are also expected to demonstrate competence in at least one foreign language relevant to their field of study. Language competence is more than a formality and requires some acquaintance with literature in the chosen language. Competency may be demonstrated by a grade of B or better in a full-year intermediate-level language course, or through examination.

The student's field of interest within both the History and Theory of Architecture track or the Ecosystems in Architectural Sciences track is defined by the end of the second year, by which point all course and language requirements are normally completed. At this time the director of doctoral studies (DDS) assigns the student a thesis adviser, who may or may not be from the School of Architecture. During the fall term of the third year, students undergo three oral examinations on topics relevant to their doctoral research, in the presence of the thesis adviser and two additional examiners selected by the student. Following successful completion of the examinations, the DDS, in consultation with the student's adviser, appoints a dissertation committee for the student. The dissertation committee consists of the student's adviser plus two additional faculty members. It is typical for one of the dissertation committee members to come from outside the School of Architecture, with selection based on the student's area of interest.

By the end of the third year, students are required to present and defend their preliminary proposal of a dissertation topic. This prospectus should consist of a topic statement, an outline of a detailed program of research, and an annotated bibliography. Students are admitted to candidacy for the Ph.D. upon completion of all predissertation requirements, including the prospectus and oral examinations. At this point, they begin dissertation research and writing, submitting drafts of the dissertation chapters as they are completed. The dissertation committee guides and monitors the student's progress in writing the dissertation and evaluates the dissertation upon completion.

The Ph.D. program is designed to be completed in five years. However, if the dissertation has not been completed by the end of the fifth year and if, at that time, the program certifies that the candidate will complete the dissertation by August of the following academic year, the candidate may be eligible to take a teaching position in the School of Architecture or elsewhere in the University and extend funding for up to an additional nine months.

GRADUATE RESEARCH ASSISTANT AND TEACHING FELLOW EXPERIENCE

Teaching is an important part of graduate training. Students in the Ph.D. program in Architecture are expected to teach or serve as research assistants for four terms, normally in their third and fourth years. During these four terms, it is anticipated that a student in the History and Theory track will teach in two survey courses in the student's area of study at the School of Architecture or elsewhere in the University and teach in two design studios at the School of Architecture. Students in the Ecosystems in Architectural Sciences track are expected to serve as both teaching fellows in the School of Architecture and research assistants in the School's Center for Ecosystems in Architecture. All assignments are carried out under the direct supervision of senior faculty.

Master's Degree

M.Phil. The Master of Philosophy degree is awarded en route to the Ph.D. The minimum requirement for this degree is the completion of all requirements for the Ph.D., with the exception of the teaching or research assignments and the dissertation.

Required Courses

HISTORY AND THEORY OF ARCHITECTURE TRACK

ARCH 551a, Ph.D. Seminar: History/Theory I 1 credit. (Required in, and limited to, Ph.D. first year, fall term.) Content to be announced. Faculty

ARCH 552b, Ph.D. Seminar: History/Theory II 1 credit. (Required in, and limited to, Ph.D. first year, spring term.) Content to be announced. Faculty

ARCH 553a, Ph.D. Seminar: History/Theory III 1 credit. (Required in, and limited to, Ph.D. second year, fall term.) Content to be announced. Faculty

ARCH 554b, Ph.D. Seminar: History/Theory IV 1 credit. (Required in, and limited to, Ph.D. second year, spring term.) Content to be announced. Faculty

ECOSYSTEMS IN ARCHITECTURAL SCIENCES TRACK

ARCH 558a, Ph.D. Seminar: Ecosystems in Architecture I 1 credit. (Required in, and limited to, Ph.D. first year, fall term.) Faculty

ARCH 559b, Ph.D. Seminar: Ecosystems in Architecture II 1 credit. (Required in, and limited to, Ph.D. first year, spring term.) Faculty

ARCH 568a, Ph.D. Seminar: Ecosystems in Architecture III 1 credit. (Required in, and limited to, Ph.D. second year, fall term.) Faculty

ARCH 569b, Ph.D. Seminar: Ecosystems in Architecture IV 1 credit. (Required in, and limited to, Ph.D. second year, spring term.) Faculty

SUMMER PREPARATION COURSES

In the week before the beginning of the School of Architecture fall term, the School of Architecture offers two preparation courses that are required of incoming Ph.D. students.

1. Summer Digital Media Orientation Course. This half-day orientation covers accessing the School's servers, use of the School's equipment, and the School's digital media policies and procedures.
2. Arts Library Research Methodology Course. This course covers research methodologies and tools specific to the Ph.D. curriculum.

JOINT-DEGREE PROGRAMS AND UNDERGRADUATE STUDIES

Joint-Degree Programs

SCHOOL OF ARCHITECTURE/SCHOOL OF MANAGEMENT

Phillip G. Bernstein, Coordinator

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 114 credits to 96 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 three advanced studios and the post-professional research studio (ARCH 1121). 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 (114 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

at the School of Architecture and to the director of student services at the School of Management.

SCHOOL OF ARCHITECTURE/SCHOOL OF THE ENVIRONMENT

Sunil Bald, Coordinator

The Yale School of Architecture and the Yale School of the Environment offer a joint-degree program in Architecture and Environmental Management. This program is directed to individuals who wish to become leaders in sustainable architecture and ecological design, with a focus on the integration of ecological science, energy systems, and global urbanization patterns with architecture and urbanism. Capitalizing on the breadth and depth of expertise at the School of the Environment in ecosystem ecology, land change science, environmental economics, industrial ecology, and ecological anthropology, this program fosters students who can innovatively merge ecological knowledge with architecture at the site, city, and regional scales.

The joint-degree program offers a focused 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; that is, in four years if admitted to the first professional Master of Architecture (M.Arch. I) program, or in three years if admitted to the second professional Master of Architecture (M.Arch. II) program.

Individuals seeking admission to this joint-degree program must apply and be admitted to one of the two School of Architecture Master of Architecture programs (M.Arch. I or M.Arch. II) and also apply and be admitted separately to the School of the Environment Master of Environmental Management 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-degree 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 of Architecture cannot be deferred. Those who apply simultaneously should indicate their desire to be considered for the joint-degree program on both applications. Students may also apply to the joint-degree program once they have enrolled in one of the schools. At the School of Architecture, students may apply to the School of the Environment prior to their final year. Students enrolled at the School of the Environment 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 the Environment.

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 as specified in the Course of Study listed below. 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 114 credits to 96 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 at the School of Architecture.

Joint-degree 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.

The joint-degree curriculum is composed of core courses and electives in both Schools, plus two short summer courses in visualization and technical skills training, two summer internships, and the first-year building project at the School of Architecture and a summer internship or project required for the M.E.M. degree.

Withdrawal or dismissal from the School of the Environment will automatically oblige a student to complete all normal requirements for the School of Architecture M.Arch. degree (114 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.

COURSE OF STUDY [1]

96 credits from School of Architecture and 36 credits from School of the Environment. If beginning the joint-degree program at the School of Architecture, the course of study is as follows:

First Year
At School of Architecture: all required courses of the first-year M.Arch. I program

Second Year
At School of Architecture: all required courses, except only one elective, of the second-year M.Arch. I program
At School of the Environment: Perspectives course, Basic Knowledge course, summer technical skills training (MODS)

Third Year
At School of Architecture: one advanced studio[2]
At School of the Environment: Basic Knowledge course, Specialization core and electives, general electives, summer internship

Fourth Year
At School of Architecture: one advanced studio[2]; ARCH 2031, Architectural Practice and Management
At School of the Environment: Specialization and general electives, Capstone course, Integrative Project

[1] Once accepted into the joint-degree program, candidates should consult with the program's coordinator to determine a more definitive course of study. The Schools reserve the right to change the prescribed course of study as necessary.

[2] Please see below for advanced studio sustainability requirements.

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 as specified in the Course of Study listed below. 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 two advanced studios, the post-professional design studio (ARCH 1121) and 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.

The joint-degree curriculum is composed of core courses and electives in both Schools, plus one short summer course in technical skills training and one summer internship.

COURSE OF STUDY [1]

54 credits from School of Architecture and 36 credits from School of the Environment

First Year

At School of Architecture: all required courses of the first-year M.Arch. II program[2]
At School of the Environment: summer technical skills training (MODS)

Second Year

At School of Architecture: all required courses of the second-year M.Arch. II program[2]
At School of the Environment: Perspectives course, Basic Knowledge courses, summer internship

Third Year

At School of the Environment: Specialization core and electives, general electives, Capstone course, Integrative Project

[1] Once accepted into the joint-degree program, candidates should consult with the program's coordinator to determine a more definitive course of study. The Schools reserve the right to change the prescribed course of study as necessary.

[2] Please see below for advanced studio sustainability requirements.

Advanced Studio Requirements

As of fall 2020, all M.Arch./M.E.M. joint-degree students must use one of their two advanced studios to earn a "sustainability credit." This is a new graduation criterion for this program; it does not result in course credits toward graduation, but it must be completed in order to graduate with dual M.Arch. and M.E.M. degrees. In order to earn this credit, students must fulfill the following requirements:

1. Prior to the studio lottery in the term in which they wish to fulfill the sustainability credit, students must choose a specific studio offering and submit a 300-word application stating why that studio brief aligns with their academic trajectory as a

joint-degree student. The application must also state specifically how the studio work relates to their YSE concentration and/or capstone research.

The application must be submitted at least one week before the lottery and will be reviewed by the M.Arch./M.E.M. joint-degree program coordinator and the associate dean. If the application is approved, the student will be placed into that specific studio.

2. During the course of the term, the student must organize and curate two additional assessments of the student's studio work:

   a. A midterm evaluation of the work with the M.Arch./M.E.M. program coordinator and at least one other member of the faculty.

   b. A final jury completed prior to final reviews and comprised of participants invited by the student, including the M.Arch./M.E.M. program coordinator, during which the student's studio project is assessed based on the student's own environmental research.

   Two weeks before each jury, the student must submit to the program coordinator a written description of the upcoming jury, listing jurors and outlining topics to be covered. The program coordinator must approve the jury in order for the student to proceed.

   In order for the student to receive the sustainability credit, both of these assessments must be completed by the end of the term, and the program coordinator must approve the work. This assessment is independent of the student's studio grades/evaluations. Involvement by the studio head is optional.

   If the student fails this assessment, the student does not receive the sustainability credit for that studio. If this occurs during the first advanced studio, the student can make another attempt during the remaining advanced studio. If this occurs during the final advanced studio, the student will be required to undertake remedial course work set by the program coordinator and the Curriculum Committee.

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

BACHELOR OF ARTS

The School offers an undergraduate major in Architecture and an undergraduate major in Urban Studies exclusively to students enrolled in Yale College. Students who desire either major must apply directly to Yale College. For additional information and full course descriptions, see *Yale College Programs of Study*, online at http://catalog.yale.edu/ycps.

Architecture Major

Michael Surry Schlabs, Director of Undergraduate Studies, Architecture

Architecture is a humanistic endeavor. The purpose of the undergraduate major is to include the study of architecture within a comprehensive liberal arts education, drawing from the broader academic and professional environment of the Yale School of Architecture. The curriculum includes work in design; in history, theory, and criticism of architecture; and in urbanism, and leads to a bachelor of arts degree with a major in Architecture. As a liberal arts major in Yale College, it is not an accredited professional degree program. For accredited professional degree programs, refer to the requirements of the National Architectural Accrediting Board (NAAB).

INTRODUCTORY COURSES

The introductory courses to the study of architecture are ARCH 150, ARCH 200, and ARCH 280. They are open to all Yale College students and are required for those interested in the Architecture major prior to submitting a Declaration of Intent to Major. Interested students may also consider courses such as ARCH 154, 160, 260, 312, or 345.

DECLARATION OF INTENT TO MAJOR

Yale College students interested in the Architecture major must submit a Declaration of Intent to Major during the spring term of their sophomore year, after taking ARCH 150, ARCH 200, and ARCH 280. The Declaration of Intent to Major must be submitted to the office of the DUS (contact DUS for deadlines) and must include the following information: name, address, telephone number, courses related to architecture already taken, and a statement of purpose. Students should also indicate their desired concentration at this time. Additionally, students must submit an electronic portfolio representative of course work for ARCH 150, ARCH 200, and a paper from ARCH 280. Upon the successful completion of these requirements, students are notified in writing regarding their acceptance to the major.

REQUIREMENTS OF THE MAJOR

Students majoring in Architecture are required to take fifteen course credits, including prerequisites and the senior requirement. Majors are expected to take the three prerequisites by the end of their sophomore year and to complete a core of four courses, for five course credits, by the end of their junior year. They must also base their studies in one of two areas of concentration: the Design concentration or the History, Theory, Criticism of Architecture, and Urbanism concentration. Majors are also required to complete three orientation sessions: advanced technology orientation, library orientation, and shop orientation. Within the concentrations, electives are categorized under four broad subject areas: history and theory of architecture and the city; urbanism and landscape; materials and design; and structures and computation.

1. Design, which explores the role of architecture in shaping the world around us. It introduces complex processes involved in solving spatial and programmatic problems. Creative work is grounded in the study of history and culture, and in the analysis of social conditions influencing architecture. Design studios provide a forum for production and discourse. Studio projects address issues of architectural

form, space, composition, site, tectonics, and programs within broader humanistic ideals.

2. History, Theory, Criticism of Architecture and Urbanism, which is intended to establish a broad historical and intellectual framework for the study of architecture and the city. An interdisciplinary approach is encouraged through additional courses taken in various fields of humanities and social sciences. Such courses may include archaeology, urban studies, aesthetics, philosophy, or visual culture. Permission of the director of undergraduate studies (DUS) is required if the courses fall outside the specified course of studies. During their senior year students complete a senior essay or project on a topic approved by the faculty.
3. Urbanism, which encourages a broad, interdisciplinary investigation of the complex forces that shape the urban and physical environment. The Urbanism concentration is only available for the classes of 2023 and 2024.

For the senior requirement, seniors in the Design concentration take ARCH 450 in the fall term and ARCH 494 in the spring term. Seniors in the History, Theory, Criticism of Architecture and Urbanism concentration take ARCH 490 in the fall term and ARCH 491 in the spring term. Proposals for senior projects and essays are submitted in the fall term for review and approval by the senior project coordinator; they are then distributed to faculty members for review. Upon successful review, students may ask faculty members to act as senior advisers. Senior essays and projects for ARCH 491 are due in the office of the DUS by early April. Design projects for ARCH 494 are due as specified by the course instructor. All seniors must submit a portfolio of their work to the office of the DUS by late April. For all Architecture majors, this portfolio must be representative of the student's design work including prerequisites and the senior project. History, Theory, Criticism of Architecture and Urbanism majors must also include a copy of the senior essay and other appropriate texts.

Urban Studies Major

Elihu Rubin [Fall 2022] and Joyce Hsiang [Spring 2023], Directors of Undergraduate Studies, Urban Studies

Urban Studies is an interdisciplinary field grounded in the physical and social spaces of the city and the larger built environment. The Urban Studies major is situated within Yale's liberal arts framework and draws on the broader academic context and expertise of the Yale School of Architecture, including the areas of urban design and development, urban and architectural history, urban theory and representation, globalization and infrastructure, transportation and mobility, heritage and preservation, and community-based planning. The major introduces students to the following bodies of knowledge: history, theory and contemporary analysis of urban morphologies, spaces, societies, and political economies; conceptual tools and analytical methods to understand urban environments and issues through spatial terms; and practices of and speculative approaches to urban planning and design.

The major prepares undergraduates for a variety of future careers and fields of graduate study related to urban planning, design, and development. These include professional and practice-oriented fields such as urban planning, law, nonprofit management, public

policy, real estate development, and architecture; as well as research-oriented fields such as geography, sociology, anthropology, urban planning, and architecture.

DECLARATION OF INTENT TO MAJOR

Students may declare their intent to major during their second year. The intent to major process will include meeting with the director of undergraduate studies (DUS) to discuss the intended course of study; submitting a Declaration of Intent to Major form and completing the surveys by the end of the second year. More information regarding this process, the relevant forms, and submission link is available on the program's website. Schedules for majors must be discussed with, and approved by, the DUS in Urban Studies. Only then may a schedule be submitted to the residential college dean's office.

REQUIREMENTS OF THE MAJOR

Thirteen course credits are required for the major, including the senior requirement. Each student, in consultation with the director of undergraduate studies (DUS) or a departmental faculty adviser, bears the responsibility for designing a coherent program, which must include the following elements: 3 surveys; 3 methods courses; 4, 5, or 6 electives (depending on the senior requirement); and a one- or two-term senior requirement.

SENIOR REQUIREMENT

All majors must satisfy a senior requirement undertaken during the senior year. Students have the option of pursuing a yearlong senior project, which includes URBN 490, Senior Research Colloquium, in the fall and URBN 491, Senior Project, in the spring. The senior project may be a written paper or a project that could encompass a variety of media. The primary adviser must be a member of the architecture faculty. Students not choosing a yearlong project may enroll in an advanced seminar (URBN 400–490), and produce a final paper of twenty to twenty-five pages in addition to existing course work. The seminar should be selected in consultation with the DUS. Note that students pursuing this option must also take an additional elective.

STUDY AREAS AND COURSE DESCRIPTIONS

In course titles, *a* designates fall term, *b* designates spring term, and *c* designates summer. [Bracketed courses are not offered in 2022–2023.] The School reserves the right to change the prescribed course of study as necessary.

Design and Visualization

Brennan Buck and Mark Foster Gage, 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, two advanced studios, and two visualization elective courses; one of these visualization electives must be completed in the fall term of the first year. 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. The first course (ARCH 1000) is a summer course required for entering students who have not had significant prior architectural training. A further visualization course (ARCH 1019)—in the early summer of the first year—is required of all M.Arch. I students.

For the M.Arch. II program, required courses in this study area include three advanced studios and a design research studio (ARCH 1121).

REQUIRED COURSES

[**ARCH 1000, Architectural Foundations**]
(Required of incoming M.Arch. I students with little or no academic background in architecture.) This summer course is an intensive, five-week immersion into the language of architectural representation and visualization, offering a shared inventory and basic framework upon which to build subsequent studies. Students are introduced to techniques and conventions for describing the space and substance of buildings and urban environments, including orthographic drawing, axonometric projection, perspective, architectural diagramming, vignette sketching, and physical modeling. Students work in freehand, hard-line, and digital formats. In parallel to the visualization portion of this course, an introduction to architectural history and theory focuses on principal turning points of thought and practice through to the eighteenth century. 0 Course cr

ARCH 1011a, Architectural Design 1 Brennan Buck, Michael Szivos, Nicholas McDermott, and Violette de la Selle
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. 9 Course cr

[**ARCH 1012, Architectural Design 2**]
(Required of first-year M.Arch. I students.) This second core studio continues to extend spatial exploration into the conception and design of a building through studies of scale, site, program, and materiality. The term is organized by a series of projects that culminate with the design of a building that engages both public and private space. Prerequisite: ARCH 1011. 9 Course cr

[**ARCH 1019, Visualization and Computation**]
(Required of first-year M.Arch. I students, early summer. No waivers allowed.) This seven-week intensive course covers the fundamentals and implications of four specific sets of digital software and skills: building information modeling (BIM); virtual realities; image making; and scripting and algorithmic design. Each section is taught by a different instructor who brings specific experience to both tutorials and discussions on the broader impact of computation on the field. 3 Course cr

ARCH 1021a, Architectural Design 3 Emily Abruzzo, Rachely Rotem, Peter de Bretteville, and Mark Gage
(Required of second-year M.Arch. I students.) This third core studio concentrates on a medium-scale public building, focusing on the integration of composition, site, program, mass, and 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. Prerequisite: ARCH 1012. 9 Course cr

[**ARCH 1022, Architectural Design 4**]
(Required of second-year M.Arch. I students.) This fourth and final M.Arch I core studio expands on the fundamental architectural skills introduced in the previous three terms to examine the role of architecture and the architect at the scale of the city. Extending beyond the bounds of a building, this course examines a variety of forces —architectural, urban, social, economic, ecological, political, and other—that shape and order our built environment, emphasizing and cultivating a range of architectural themes and skills. Prerequisite: ARCH 1021. 9 Course cr

[**ARCH 1121, Design Research Studio**]
(Required of and limited to second-year M.Arch. II students.) This course is the culmination of the post-professional curriculum and allows students the opportunity to build on individual and group work around contemporary issues by proposing a final design thesis project. 9 Course cr

ADVANCED DESIGN STUDIOS (FALL)

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

ARCH 1101a, Advanced Design Studio 9 credits. Alan Plattus

ARCH 1102a, Advanced Design Studio 9 credits. Peter Eisenman and Frank Gehry

ARCH 1103a, Advanced Design Studio 9 credits. Marc de la Bruyère, Bass Distinguished Visiting Architecture Fellow; and Claire Weisz

ARCH 1104a, Advanced Design Studio 9 credits. Brigitte Shim, Foster Visiting Professor

ARCH 1105a, Advanced Design Studio 9 credits. Xu Tiantian, Davenport Visiting Professor

ARCH 1106a, Advanced Design Studio 9 credits. Patrick Bellew and Andy Bow, Bishop Visiting Professors

ARCH 1107a, Advanced Design Studio 9 credits. Billie Tsien and Tod Williams, Gwathmey Professors in Practice

ARCH 1108a, Advanced Design Studio 9 credits. Francis Kéré, Kahn Visiting Professor; and Martin J. Finio

ARCH 1109a, Advanced Design Studio 9 credits. Rachaporn Choochuey, Kahn Visiting Assistant Professor

ARCH 1110a, Advanced Design Studio 9 credits. Sunil Bald

ARCH 1111a, Advanced Design Studio 9 credits. Billy Fleming, Balmori Visiting Professor

ADVANCED DESIGN STUDIOS (SPRING)

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

ARCH 1111b, Advanced Design Studio 9 credits. Stella Betts

ARCH 1112b, Advanced Design Studio 9 credits. Tatiana Bilbao, Bishop Visiting Professor

ARCH 1113b, Advanced Design Studio 9 credits. Zhu Pei, Davenport Visiting Professor

ARCH 1114b, Advanced Design Studio 9 credits. Neil Thomas and Ray Winkler, Gwathmey Professors in Practice

ARCH 1115b, Advanced Design Studio 9 credits. Momoyo Kaijima, Foster Visiting Professor

ARCH 1116b, Advanced Design Studio 9 credits. Peter McKeith, Kahn Visiting Professor

ARCH 1117b, Advanced Design Studio 9 credits. Thomas Kelley and Carrie Norman, Kahn Visiting Assistant Professors

ARCH 1118b, Advanced Design Studio 9 credits. Mabel Wilson, Saarinen Visiting Professor

ARCH 1119b, Advanced Design Studio 9 credits. Ann Beha, Stern Visiting Professor

ARCH 1121b, Design Research Studio 9 credits. Bimal Mendis and Emily Abruzzo

ELECTIVE COURSES

ARCH 1211a, Drawing and Architectural Form Victor Agran
With the emergence of increasingly sophisticated digital technologies, the practice of architecture is undergoing the most comprehensive transformation in centuries. Drawing, historically the primary means of generation, presentation, and interrogation of design ideas, is currently ill-defined and under stress. This course examines the historical and theoretical development of descriptive geometry and perspective through the practice of rigorous constructed architectural drawings. The methods and concepts studied serve as a foundation for the development of drawings that consider the relationship between a drawing's production and its conceptual objectives. Weekly readings, discussions, and drawing exercises investigate the work of key figures in the development of orthographic and three-dimensional projection. Ultimately, the goal is to engage in a focused dialogue about the practice of drawing and different methods of spatial inquiry. Limited enrollment. 3 Course cr

[**ARCH 1213, Books and Architecture**]
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 the artifice and material fact of the building itself, the book has been the preferred mode of discourse that architects have chosen to express their intellectual project. This seminar is part lecture, part workshop where the experience of making a series of books helps to inform the development of ideas about the projective capacity of the book. Through case studies, 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 in a series of three book projects that emphasize the book as an instrument of architectural thinking. Most projects are individual efforts, but work in pairs or groups is also explored. Limited enrollment. 3 Course cr

[**ARCH 1217, Architectural Product Design**]
This course attempts to broaden the design experience by concentrating on the design and innovation of three-dimensional architectural objects not usually found in architectural building commissions. Students are required to design and fabricate full-size, working prototypes of four 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. 3 Course cr

[**ARCH 1219, Designing Social Equality**]
Through the act of design, students explore ideas from contemporary thought leaders including Michelle Alexander, Ibram Kendi, Jacques Rancière, Robin DiAngelo, Steven Shaviro, Angela Davis, Justin Jennings, Stacey Abrams, the Laboria Cuboniks Xenofeminist Collective, and others. Concepts and movements addressed include, but are not limited to, the tangible, physical, and designed aspects of equality philosophy, environmental justice, colonialization, anti-racism and white privilege, the geographies of voter suppression, mass incarceration, immigrant detention, virtue signaling,

the contemporary status of hagiography through monuments and canon, and the relationship between protest and form. This seminar can also fulfill the History and Theory elective requirement through the optional writing of a fifteen-page paper done in association with, or possibly instead of, the final project, pending approval of the instructor. Limited enrollment. 3 Course cr

ARCH 1223a, Formal Analysis I Peter Eisenman
The goal of this course is to learn to see and read as an architect through a weekly series of texts and comparative analyses that move from the theocentric late-medieval, to the humanism and anthropocentricity of the early Renaissance, to the beginning of the Enlightenment of the late eighteenth century. This survey is not intended historically but as an introduction to the seeing and reading of architecture through time. An architect must learn to see beyond the facts of perception and must see as an expert, different from the average user. This expertise implies being able to see, as a form of close reading, that which is not present—the unseen. We look at architects who have animated discourse—from Brunelleschi to Piranesi—providing an example of disciplinary change over time. Limited enrollment. 3 Course cr

[**ARCH 1224, The Chair**]
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. 3 Course cr

[**ARCH 1225, Formal Analysis II**]
This course examines two questions: what was the modern and what was the postmodern? Through a series of weekly texts and comparative analyses, the nature of that difference, for instance universalizing or contradicting, is explored with the intention of reconsidering the modern in a contemporary context. The course is divided into two halves, one concerned with modernism from 1914 to 1939 and the second with postmodernism from 1968 to 1988. Considering architects from Le Corbusier to Robert Venturi, the class pursues the skill of close reading, which moves from the idealism of the modern to the criticality of the postmodern. ARCH 1223, Formal Analysis I, is not a prerequisite. Limited enrollment. 3 Course cr

[**ARCH 1227, Drawing Projects**]
Each student admitted to the course comes prepared with a particular subject that is investigated through the media of drawing for the entire term. There is a weekly evening pin-up with group discussion of the work in progress. Limited enrollment. 3 Course cr

[**ARCH 1228, Ruins, Ruination and Reuse**]
Architectural ruins index the total failure of individual buildings, technologies, economies, or, at times, entire civilizations. This course researches the topics of ruination and architectural ruins—what produces them, what defines them, and how they impact individuals, cities, and civilizations on levels from the visual and formal to the philosophical and psychological. The formal and visual materials of this course

emerge from the study of ruins from not only the past and present, but also the future, through research into the speculative territories of online "ruin porn," new genres of art practice, and in particular dystopian television and film projects that reveal an intense contemporary cultural interest in apocalyptic themes. While significant nineteenth-century theories of architectural ruination, including those of John Ruskin (anti-restoration) and Eugène Emmanuel Viollet-le-Duc (pro-restoration), are addressed, the primary intellectual position of the course emerges from readings and discussions of the philosophical methodology of "ruination." Student projects involve the philosophical and aesthetic ruination of iconic architectural projects to determine not only their essential qualities, but hidden, latent ones as well. Subsequent group discussion of this work vacillates between philosophical and aesthetic poles in an attempt to tease out new observations on these projects as well as on the nature of ruins and ruination. The self-designed final project is determined pending consultation between the students and instructor, but involves photorealistic failure of past, present, or future architectural or urban projects; dystopic visual speculations; fabrication experiments that test actual material decay and failure; or attempts to reproduce the aesthetic ambitions of ruin porn through the manipulation of existing, or the design of new, projects. The goal of the course is not to convey an existing body of architectural knowledge, but to unearth a new architectural discourse that considers architecture in reverse—emphasizing its decay rather than its creation in an effort to reveal new territories of architectural agency. Limited enrollment. 3 Course cr

[**ARCH 1233, Composition and Form**]
This seminar addresses issues of architectural composition and form in four three-week exercises titled Form, Structure, Section, and Elevation. Leaving aside demands of program and site in order to concentrate on formal relationships and the impact of alternative strategies, these exercises are intended to develop techniques by which words, briefs, written descriptions, intentions, and requirements can be translated into three dimensions. Each subject is introduced by a one-hour lecture on organizational paradigms in works of architecture from many periods and a variety of cultures. The medium is both physical and 3-D digital models. Multiple iterations emerging from the first-week sketches and finalized in the following week are the basis for the generation of multiple, radically differing strategies, each to be analyzed and understood for its own unique possibilities and consequences. Limited enrollment. 3 Course cr

[**ARCH 1239, Theory through Objects**]
This seminar seeks to address the increasing expectation that architecture more directly address the social and political problems of today: income inequality, racial division, religious persecution, gender identity and rights, and ecological crisis, to name a few. Students speculate on ways in which the design of buildings and objects can be more socially and politically impactful and if there are other ways to discuss these issues rather than relying on standard critical-theory tropes that have governed architecture's social ambitions for decades. Instead of relying on dry PowerPoint presentations or abstract, intangible discussions, in this seminar all presentations, brainstorming, ideation, and think-tank-style discussions are done exclusively by engaging with physical objects. Students conduct preliminary research on historic examples of the politicization of objects, largely using the Victoria and Albert Museum's *Disobedient Objects* exhibition (2014–15) as a collective starting point, to position subsequent discussions related to selected writings by Jacques Rancière, Graham

Harman, Elaine Scarry, Steven Shaviro, the Laboria Cuboniks Xenofeminist Collective, and others. Concepts and movements addressed include, but are not limited to, Dissensus/Aisthesis, Xenofeminism, Object-Oriented Ontology, Accelerationism, and Afrofuturism. All assignments involve the production of physical objects with the exception of students who opt to fulfill the History and Theory elective requirement through the writing of a fifteen-page paper instead of the production of a final object. Limited enrollment. 3 Course cr

[**ARCH 1241, Rendered: Art, Architecture, and Contemporary Image Culture**] This course addresses the role of digital production and image making in art and architecture at a time when consumers of culture, including architects, are inundated by digital images. Contemporary image culture has profound effects on how we understand authorship, materiality, and representation. The course examines the impact of the Internet on contemporary art and recent writing on aesthetic concepts, including post-digital, post-medium, and the new aesthetic. Students are asked to speculate on the current and future role of the image as an architectural medium in this context. The final project is a hybrid image-object situated in both a physical and an online context. Limited enrollment. 3 Course cr

[**ARCH 1243, Graphic Inquiry**]
This seminar explores how architects might use a wider array of communication processes—from text to image, from moving image to network and beyond—to describe, develop, and release their ideas strategically. The inquiry includes, but goes beyond, graphic tools to explore alternate models of knowledge creation; it is akin to research but is more open-ended in terms of its methodologies and possible outcomes. Architecture in this sense is seen in the context of a wide variety of other subjects. This seminar is structured in three parts, each one looking at a different communication medium and its effects: moving image, printed pamphlet, and a single surface/function web graphic. Each of these media implies different ideas of duration, attention, audience, and distribution and is explored through a series of activities: illustrated talks, readings, precedent studies, and three projects developed by each student. 3 Course cr

[**ARCH 1245, Color in Architecture**]
This seminar has several objectives. One is to offer each student greater mastery over the creation/selection/juxtaposition of color, allowing the creator to experiment more knowingly and intentionally. One is to examine a broad range of examples of color in architecture, cutting across time and across cultural histories, to examine its sensory and cultural impacts. Students are required to explore color through readings in color theory, through a series of paint and paper exercises, and through selection of an existing example of color in architecture for class presentation and as a written paper. 3 Course cr

[**ARCH 1246, AI Aesthetics**]
This course assesses the impact of artificial intelligence on design and architecture as an aesthetic rather than a purely economic question. AI has already added a series of invisible layers to how we see and create our environment. Understanding this new machine-mediated visual culture is critical to addressing its growth, finding potentials and opportunities, and identifying avenues for critique and resistance. Readings and discussion trace the historical role of algorithms in human culture and

the understanding of design as an algorithmic process, even a machinic one. During the second half of the course, students work with AI platforms such as Runway ML to develop a design proposal that takes a critical and aesthetically specific stance on the current and impending impact of AI. 3 Course cr

[**ARCH 1247, Animal Houses**]
The course studies the nature of animal occupation on Earth, then focuses on a method or system of occupation by a single species. Species selection and methods of representation are governed by individual interests based on an introductory series of exercises focused on the primary categories of land, sea, and air. Work is realized in the form of visualizations that collect and re-present discoveries. Given the nature of the research, visualizations push the boundaries of traditional and contemporary architectural drawings and imagery by incorporating process, time, and material reconstitution into the presentation of spatial language. The seminar allows for in-depth individual research and practice in the transformation of information. Understanding the material nature of occupied space, the research further allows for an expanded understanding of alternate building practice and methodologies. 3 Course cr

ARCH 1248a, Cartographies of Climate Change Joyce Hsiang
Climate change disproportionately affects the people and places with the least power and resources. As our sea levels have risen, so too has the extreme socioeconomic disparity of specific communities and countries, creating a drowning class of climate refugees. Entire countries on the front lines of sea-level rise face the specter of nationhood without territory, despite the undeniable fact that their contribution to this global problem is negligible. And if climate change is in fact "the result of human activity since the mid-20th century," it is in actuality a largely male-made phenomenon, if we unpack the gender dynamics and underlying power structures of the proto-G8 nations, the self-proclaimed leaders of industrialization. These power dynamics become even further exacerbated as we consider the implications of the particularly American interest in doubling down on investing in the heaviest piece of infrastructure ever—climate engineering. The architectural community appears to be in agreement. Climate change is a fundamental design problem. And yet calls to action have been ineffectual, responses underwhelming in the face of this overwhelming challenge. As the architectural community is eagerly poised to jump on the design bandwagon, this course seeks to reveal, foreground, empower, and give physical form to the spatial dimensions and power dynamics of the people and places most impacted by climate change. More broadly, the course aspires to help students develop their own critical stance on climate change and the role architects play. 3 Course cr

ARCH 1249a, Virtual Futures Jason Kim
This course is an investigation of the ways technology, which now mediates data through spatial computing platforms such as extended reality (XR), will continue to impact our relationship with the built environment and the architect's role in the development of these new digital horizons. Our exploration in XR includes a special guest instructor, Olalekan Jeyifous, a visual artist whose work explores visions of the future as a critique of contemporary social structures though the creation of dystopian realities describing urban issues, politics, art, and popular culture as expressions of the black diaspora within the disappearing urban ephemera of places like Brooklyn, New York, where his practice is based. Together, we explore the existing urban condition as an environment co-constitutive of other realities such as social structures,

institutionalized injustice, and prevailing false narratives expressed as imagined futures in the form of non-static immersive experiences of the city. These imagined futures reveal the thin line between hope and despair as expressions of uncomfortable truths about the current trajectories of society. 3 Course cr

ARCH 1250a, The Plan Brennan Buck
The architectural plan is an index of architectural values—of how buildings configure people in relation to each other. Historically, the plan was the means through which architects deployed principles of proportion, composition, uniformity, montage, and figuration. It expresses the underlying ethics and ideologies of the architecture; evidences the background environment of building technologies, rules, regulations, conventions, and customs; and traces the power relations that buildings enact. The recent return of the plan as a topic of discourse and focus of architectural energy suggests renewed interest in the correlation of form and politics that the plan describes. This course sketches the history of plan making in the west during the nineteenth and twentieth centuries, from Beaux Arts composition to modern "non-composition," before focusing on the scattershot discourse about the plan today. Rather than positing a single grand thesis about the contemporary plan, the course foregrounds the countless threads of plan making evident today and asks students to identify the underlying ideas, histories, and implications of specific plans. 3 Course cr

[**ARCH 1251, Geometric Translations**]
This course investigates drawing as a generative instrument of formal, spatial, and tectonic discovery. Principles of two- and three-dimensional geometry are studied through a series of exercises that foreground seeing, thinking, and translation. In short, students "draw from drawing," working fluidly between manual drawing, computer drawing, and material construction to investigate a range of interrelated topics including tiling, lattices, compound surfaces, orthographic translation, symmetry operations, and stereotomy. All exercises are designed to enhance the ability to conceptualize and visualize architectural form and space, understand its structural foundations, and provide tools that reinforce and inform the design process. Fulfills first-term M.Arch. I Visualization requirement. 3 Course cr

[**ARCH 1289, Space-Time-Form**]
This seminar explores key concepts, techniques, and media that have affected the design, discussion, and representation of architecture in the twentieth century. The seminar aims to develop a particular type of disciplinary knowledge by crossing experience and act with historical and theoretical engagement. The class foregrounds reciprocity of practice and context, believing the exchange provides an invaluable tool for understanding the origin of ideas and thereby capitalizing on their full potential. Each class is organized around a single concept (form, structure, space, time); technique (drawing, material, color); or media (typography, photography, weaving). Sessions require both a visual/material exercise and close reading of seminal texts. Particular attention is paid to working with different tools and techniques, registering, observing, and analyzing formal and material techniques and effects. Limited enrollment. 3 Course cr

[**ARCH 1291, Continuity and Change: Rome**]
(Open only to M.Arch. I second-year and M.Arch. II first-year students. Enrollment subject to the permission of the instructors and satisfactory completion of all required

preparatory course work.) This intensive five-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 present day 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. Hand 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. This course does not fulfill either the History and Theory or the Urbanism and Landscape elective requirements. All program travel plans will be made in accordance with University and national travel policies. Limited enrollment. 3 Course cr

[**ARCH 1299, Independent Course Work**]
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.) 3 Course cr

Electives outside of School of Architecture

Courses offered elsewhere in the University may be taken for credit with permission of the instructor. Unless otherwise indicated, at the School of Architecture full-term courses are typically assigned 3 credits; half-term courses are assigned 1.5 credits. Students must have the permission of the Design and Visualization Study Area coordinators in order for a course to count as a visualization elective.

Technology and Practice

Martin Finio 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. Students in the M.Arch. I program are also required to complete one elective seminar in this study area.

REQUIRED COURSES

ARCH 2011a, Structures I Kyoung Moon
(Required of first-year M.Arch. I students.) 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. 3 Course cr

[**ARCH 2012, Structures II**]
(Required of first-year M.Arch. I students.) 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: ARCH 2011. 3 Course cr

[**ARCH 2016, Building Project I: Research and Design**]
(Required of first-year M.Arch. I students.) This course explores the conception and construction of dwelling space in the city. Through a term-long process of collaborative research, analysis, design, and technical documentation, student teams examine the specific relationship of the human body to its environment, the elemental concerns of inhabitation, and the physical, spatial, and technical formation of building. A series of iterative analytical exercises, conducted at a range of scales using various analytical tools and design media, address the building site, its enclosure, apertures, interior surfaces, and its fixtures and fittings, and their roles in mediating our experience of private and social space, of weather, and of climate. This collaborative process begins at the start of the term with the formation of design teams and the introduction of our Building Project partners: our clients at Columbus House of New Haven, a New Haven-based shelter and permanent supportive housing provider for the homeless, and the New Haven city officials who administer the city's zoning, building, and life-safety laws and regulations under the auspices of New Haven's Livable City Initiative. Over the course of the term and in conjunction with a series of lectures, field trips, and workshops, each student team develops and documents a distinct and technically detailed design proposal for a two-family house, one of which is selected at the end of the term. This work sets the stage for the second phase of the course and the subsequent work of the summer: the construction of the Jim Vlock Building Project house in New Haven's Hill neighborhood. 3 Course cr

[**ARCH 2017, Building Project II**]
(Required of first-year M.Arch. I students, early summer.) This course examines the materialization of a building, whereby students are required to physically participate in the construction of a structure that they have designed. By engaging in the act of

making, students are exposed to the material, procedural, and technical demands that shape architecture. Construction documents are generated and subsequently put to the test in the field. Students engage in collaboration with each other, and with a client, as they reconcile budgetary, scheduling, and labor constraints, and negotiate myriad regulatory, political, and community agencies. The course seeks to demonstrate the multiplicity of forces that come to influence the execution of an architectural intention, all the while fostering an architecture of social responsibility, providing structures for an underserved and marginalized segment of the community. For more information, see the section on the Building Project online at http://architecture.yale.edu/academics/building-project. Prerequisites: ARCH 1011, ARCH 1012. 3 Course cr

ARCH 2018a, Advanced Building Envelope Design Staff
(Required of second-year M.Arch. I students who waive ARCH 2021.) This course is geared toward graduate students in Architecture who already have an advanced background in bioclimatic analysis and design and who wish to pursue an area of design research in conjunction with their studio projects. The core content of the course is a hybrid lecture/seminar format that focuses on an overview of emerging critical theory and technology in the areas of environmental and energy systems. The deliverable is a design research project that runs in parallel to design studio and considers an aspect of the studio project that gets pushed in a highly developed and experimental direction toward new methods of metabolizing energy, water, air, or living systems through the building envelope. We reconsider fundamentally novel ways of redirecting energy and water flows toward the fulfillment of various social mandates to transform the relationship between the built environment and extended ecosystems. 3 Course cr

ARCH 2021a, Environmental Design Mae-Ling Lokko and Mohamed Aly Etman
(Required of second-year M.Arch. I students.) 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. 3 Course cr

[**ARCH 2022, Systems Integration and Development in Design**]
(Required of second-year M.Arch. I students.) This course is an integrated workshop and lecture series in which students learn to develop the technical systems of preliminary design proposals from earlier studio work. The careful advancement

of structural form and detail, environmental systems, egress and accessibility, 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 reinform 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, along with the sustained use of BIM software, are required. Prerequisites: ARCH 1021, ARCH 2011, ARCH 2012, ARCH 2021. 3 Course cr

ARCH 2031a, Architectural Practice and Management Maria La Porta Drago, Danielle Davis, Dov Feinmesser, and Cristian Oncescu
(Required of third-year M.Arch. I students. No waivers allowed. Available as an elective for M.Arch. II students who obtain permission of the instructor.) The process by which an architectural design becomes a building requires the architect to control many variables beyond the purely aesthetic, and understanding how to control that process is key to successful practice. This course provides an understanding of the fundamentals of the structure and organization of the profession and the mechanisms and systems within which it works as well as the organization, management, and execution of architectural projects. Lectures explore the role and function of the architect, the legal environment, models of practice and office operations, fees and compensation, project delivery models and technology, and project management in the context of the evolution of architectural practice in the delivery of buildings. 3 Course cr

ELECTIVE COURSES

[ARCH 2207, Architectural Journalism]
This seminar is based on three major areas in the practice of writing: voice, craft, and platform. Students build mastery in some of the architecture profession's most common forms of written communication including the personal statement, project statement, press release, and exhibition catalog. Weekly course work includes readings, written projects, and in-class workshopping. The course culminates in a final project. Limited enrollment. 3 Course cr

[ARCH 2209, Skin Deep: Envelope as Potential Energy]
This seminar/design studio proposes a reckoning with the architectural envelope: specifically, our obsession with conflating building facade with building identity. This course makes an argument against caring what the building looks like in favor of how the building situates itself within the abundant energy flows of the earth, not thwarting them, but engaging with them. We think and read and talk about all of the above, but, more importantly, we try to visualize a new interface between architecture and the world. Students research architectural precedents before air-conditioning, and contemporary precedents of buildings that begin to challenge the envelope. Students learn the fundamentals of curtain wall construction, but only insofar as it gives them the means to challenge these fundamentals. Finally, students research existing and emerging forms of energy harvesting with the ambition of developing their own prototype envelope proposal. 3 Course cr

[ARCH 2210, Design Leadership]
Leadership is critical to the creative problem-solving process because the most successful outcomes—those that create lasting, positive value—are the result of collaborations among people with differing perspectives, skills, and experiences,

and not the product of a lone visionary. This seminar debunks two common myths about leadership—that it is defined by title or rank, and that it is a confirmation of subject-matter expertise. In fact, the opposite is true: everyone can engage in situational leadership through conscious relationships with others, and the most effective leaders are perpetually learning from these interactions and the systems in which they occur. Many aspects of leadership behaviors are improvisational, so the classroom serves as a learning-doing crucible, and assignments focus heavily on action, reflection, and integration. Students transform these accumulated experiences into a personal leadership playbook and a sense of agency as they transition from academic to professional life. 3 Course cr

ARCH 2211a, Technology and Design of Tall Buildings Kyoung Moon
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 technologies 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. 3 Course cr

ARCH 2222a, The Mechanical Eye Dana Karwas
This course examines the human relationship to mechanized perception in art and architecture. Mechanical eyes, such as satellites, rovers, computer vision, and autonomous sensing devices, give us unprecedented access to nonhuman and superhuman views into known and unknown environments. But the technology of automatic observation alienates human observers and fools them into thinking that this is an unemotional, inhuman point of view due to its existence in a numeric or digital domain. The observer is looking at seemingly trustworthy data that has been "flattened" or distilled from the real world. But this face-value acceptance should be rejected; interpreters of this device data should interrogate the motives, biases, or perspectives informing the "artist" in this case (that is, the developer/programmer/engineer who created the devices). Despite the displacement of direct human observation, mechanical eyes present in remote sensing, LiDAR scanning, trail-cams, metagenomic sequencing, urban informatics, and hyperspectral imaging have become fundamental to spatial analysis. But as these become standard practice, observers should also be trained in cracking open the data to understand the human perspective that originally informed it. In this class, students investigate the impact of the mechanical eye on cultural and aesthetic inquiry into a specific site. They conceptually consider their role as interpreter for the machine and create a series of site analysis experiments across a range of mediums. The experiments are based on themes of inversion, mirroring, portraiture, memory, calibration, and foregrounding to "unflatten" data into structure and form. Limited enrollment. 3 Course cr

[ARCH 2223, Structuring Architecture: Form and Space]
Through case and design studies, this seminar investigates the performance of structures as what fundamentally defines the form and space of architecture. Limited enrollment. 3 Course cr

[ARCH 2226, Design Computation]
The capabilities and limitations of architects' tools influence directly the spaces architects design. Computational machines, tools once considered only more efficient versions of paper-based media, have a demonstrated potential beyond mere imitation. This potential is revealed through design computation, the creative application of the processes and reasoning underlying all digital technology, from email to artificial intelligence. Just as geometry is fundamental to drawing, computation affords a fundamental understanding of how data works, which is essential to advance the development of BIM, performative design, and other emerging methodologies. This seminar introduces design computation as a means to enable architects to operate exempt from limitations of generalized commercial software; to devise problem-specific tools, techniques, and workflows; to control the growing complexities of contemporary architectural design; and to explore forms generated only by computation itself. Topics include data manipulation and translation, algorithms, information visualization, computational geometry, human-computer interaction, custom tooling, generative form-finding, emergent behavior, simulation, and system modeling. Using Processing, students develop computational toolsets and models through short, directed assignments ultimately comprising a unified, term-long project. Limited enrollment. 3 Course cr

[ARCH 2229, Regenerative Building]
This seminar explores design and building techniques that seek to reduce environmental impacts across the building life cycle and promote metabolic, nonmechanistic approaches to the production of the built environment. By engaging renewable material supply chains and energy systems that minimize the destruction and instead promote the ecosystemic health of source landscapes, by tapping industrial waste streams as sources of raw material, by detailing building assemblies for durability, repairability and, ultimately, ease of disassembly, regenerative techniques in building attempt to avoid the conventions of our current linear, extractive systems of resource consumption and the extensive, often unseen and unacknowledged ecological impacts created by the building sector. A sequence of short lectures, focused readings, and associated research questions challenge students from the disciplines of design and environmental management to posit and test means to mitigate the significant ecological and climatic impacts of those building sector activities. 3 Course cr

[ARCH 2230, Exploring New Values in Design Practice]
How do we make design a more profitable practice? Design business has traditionally positioned building as a commodity in the delivery supply chain, valued by clients like other products and services purchased at lowest first cost. Despite the fact that the building sector in its entirety operates in large capital pools where significant value is created, intense market competition, sole focus on differentiation by design quality, and lack of innovation in project delivery and business models have resulted in a profession that is grossly underpaid and marginally profitable. The profession must explore new techniques for correlating the real value of an architect's services to clients and thereby break the downward pressure on design compensation. This seminar

redesigns the value proposition of architecture practice, explores strategies used by better-compensated adjacent professions and markets, and investigates methods by which architects can deliver—and be paid for—the value they bring to the building industry. Prerequisite: ARCH 2031 or equivalent strongly recommended. Limited enrollment. 3 Course cr

[**ARCH 2234, Material Case Studies**]
This seminar focuses on the intuition for material use in both the execution and generation of design. Students are exposed to a broad overview of the role of materials in the formation and execution of a spatial concept, as well as provided a venue for intensive work with specific materials. Structured along lines of research, experimentation, and design, the course is an intensive investigation into the relationship between a material's substance and its performance metrics and qualities. In addition to looking at materials typically used in the production of built space, the course explores whether the investigation of materials not traditionally used in architecture can further the profession. Research and discussions, in parallel, look at how material decisions affect the environment and human health. Physical material samples are used throughout the term. A site-specific, design-build spatial proposal serves as the course's final project. Limited enrollment. 3 Course cr

[**ARCH 2236, Design Data Biology**]
This seminar explores the frontiers that are opening up across multiple design disciplines as a result of the ongoing revolution in biotechnology, bioinformatics, and related fields. In the first half of the course, the seminar studies the relationships that have been historically established with living systems throughout the development of architectural technology and culture. Examined are some of the critical ways in which architecture, agriculture, and urbanism have shaped our own genetics as well as those of other plant and animal species since the origins of social organization. It is within this context that the course challenges several entrenched conventions within architectural and environmental control systems design that have sought to separate built environments from the complex interdependency of surrounding ecosystems. In the second half of the course, using each student's current or prior studio work as a use case, students extend an aspect of the design intentions of the project into a particular experimental area of interest, one that is aligned with emerging biotechnical methods, in terms of how the architecture might process either energy, water, waste, materials, or living systems in a radically different way from conventional expectations. Limited enrollment. 3 Course cr

[**ARCH 2238, The Mechanical Artifact**]
The Mechanical Artifact: Ultra Space is a course designed to engage students to our unfolding sci-fi space future. In this course, students will work in teams to design, build, test, and deploy a space artifact of their own, to be included in a project slot on a parabolic research flight. One student from the course will also be selected as a flier on the zero-G flight. The final project will serve as a mechanism, device, lesson, story, or experience for creatively designing for the zero-G environment. It will be a practical exercise to design for space, while at the same time engaging thoughtfully about our role in it. Limited Enrollment. 3 Course cr

[**ARCH 2239, Building Project III**]
(Available as an elective to second-year M.Arch. I students, and to other students based on enrollment.) Limited enrollment. 3 Course cr

[**ARCH 2241, Building Disasters**]
This seminar explores accidents, failures, and catastrophes, large and small, in buildings and—whether caused by bad luck, bad design, bad management, or miscalculation—how such incidents have impacted users, owners, and designers. Limited enrollment. 3 Course cr

ARCH 2242a, Slavery, Its Legacies, and the Built Environment Phillip Bernstein and Luis C.deBaca
This collaboration of the Law School and School of Architecture is taught in conjunction with the University of Michigan Law School's Problem Solving Initiative. The course examines the legal and social impact of modern and historic forms of slavery and involuntary servitude. Drawing from the disciplines of law, history, land use, architecture, and others, student teams assemble a final portfolio that will inform a spring 2022 School of Architecture studio course that will design a national slavery memorial on the Washington, D.C., waterfront. This course satisfies the ABA Experiential Learning requirement. 3 Course cr

[**ARCH 2299, Independent Course Work**]
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*.) 3 Course cr

Electives outside of School of Architecture

Courses offered elsewhere in the University may be taken for credit with permission of the instructor. Unless otherwise indicated, at the School of Architecture full-term courses are typically assigned 3 credits; half-term courses are assigned 1.5 credits.

History and Theory

Keller Easterling and Eeva-Liisa Pelkonen, 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 (ARCH 1000) includes a broad survey of Western architectural history to the nineteenth century. For all M.Arch. I students, there is a first-year required survey course of nineteenth- and twentieth-century architectural history (ARCH 3011) followed in the second term by a required course on architectural theory (ARCH 3012).

In addition, M.Arch. I students must satisfactorily complete one elective course from this study area that requires one or more research papers of at least 5,000 words. With

the exception of courses in which a student elects to do a project in lieu of a research paper, or courses whose descriptions specifically indicate that they do not fulfill the History and Theory elective requirement, all elective courses in this study area fulfill this requirement. Provided a 5,000-word research paper is required, the elective courses ARCH 4222 and ARCH 4223 also fulfill this History and Theory elective requirement, 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.

For the M.Arch. II program, a sequence of two post-professional design research seminars is required (ARCH 3072, ARCH 3073). These focus on design as research and build to an individual project within a larger themed symposium in the final term of the program.

REQUIRED COURSES

[**ARCH 3011, Architecture and Modernity I: Sites and Spaces**]
(Required of first-year M.Arch. I students; available as an elective for M.Arch. II and M.E.D. students.) The course embraces the last century and a half's history of architecture, when traditional fables began to yield to more scientifically conceived ideas of architecture's role in the creation of civilizations. As architecture gained importance in advancing social and industrial agendas, it also built a basis for theoretical reflection and visionary aesthetics. The expanding print and media culture accelerated the migration of ideas and propelled architecture beyond its traditional confines. Discussion of major centers of urban culture and their characteristic buildings alternates with attention to individual concepts and their impact in an increasingly interconnected culture of design. 3 Course cr

ARCH 3012a, Architecture and Modernity: Theories and Projects Staff
(Required of first-year M.Arch. I and M.E.D. students; available as an elective for M.Arch. II students.) This course explores the history of Western architectural theory, from 1750 to the present, 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 theories of origin, type and character, the picturesque, questions of style and ornament, standardization and functionalism, critiques of modernism, as well as more contemporary debates on historicism, technology, and environmentalism. 0 Course cr

ARCH 3072a, Design Research I: Cross-Disciplinary Perspectives Anthony Acciavatti
(Required of and limited to first-year M.Arch. II students.) This introductory class familiarizes students with a new skill set: how to conduct applied design research seen through the lens of each of the research perspectives taught in the program. In the process, students begin to develop their own research questions. 3 Course cr

ARCH 3073a, Design Research II: Methods Workshop Aniket Shahane
(Required of and limited to first-year M.Arch. II students.) This seminar requires students to explore an assigned theme based on urgent contemporary issues in architecture and urbanism, both through individual projects and as a group. Students also select thesis projects adjacent to the course theme to take into the subsequent post-professional seminar and post-professional design studio. 3 Course cr

[**ARCH 3074, Design as Research III**]
(Required of and limited to second-year M.Arch. II students.) 3 Course cr

ARCH 3091a, Methods and Research Workshop Keller Easterling
(Required of first-year M.E.D. students; available as an elective for M.Arch. I and M.Arch. II students with permission of instructor.) 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. Working toward a substantial research paper requirement, students are introduced to hands-on research through a series of library and archival workshops. Limited enrollment. 3 Course cr

ARCH 3092a, Independent M.E.D. Research Staff
(Required of and limited to M.E.D. students in each term; credits vary per term, determined in consultation with the director of M.E.D. Studies.) 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. 3 Course cr

ELECTIVE COURSES

[**ARCH 3102, Topics in the History of Architecture after WWII**]
This seminar is concerned with the culture and practice of architecture in the second half of the twentieth century, from World War II to the end of the Cold War. In a period of major cultural and technological transformations, social shifts, ideological conflicts, and political upheavals, the theory and practice of architecture underwent important changes. Members of the seminar undertake a term-long individual research project on a topic of their choosing, culminating in a twenty-page term paper. Possible topics for investigation include the postwar critique of modern architecture; debates on monumentality, humanism, regionalism; architectural phenomena related to consumer society, corporate capitalism, mass media; the consequences of new urban dimensions, changing demographics, suburbanization; the impact of decolonization and the search for postcolonial identities; the pursuit of radical and experimental forms of design practice; the coalescence of postmodernism; architectural responses to issues of race and gender; the rise of environmental and planetary awareness; the inception of digital technology and culture; and much else. Class sessions alternate lectures, discussions, and presentations of research-in-progress, reflecting the collective interests of the class and focusing on topics of particular relevance today. Students are assumed to have some previous knowledge of the history of the period. Limited enrollment. 3 Course cr

[**ARCH 3103, Introduction to Islamic Architecture**]
Introduction to the architecture of the Islamic world from the seventh century to the present, encompassing regions of Asia, North Africa, and Europe. A variety of sources and media, from architecture to urbanism and from travelogues to paintings, are used

in an attempt to understand the diversity and richness of Islamic architecture. Besides traditional media, the class makes use of virtual tours of architectural monuments as well as artifacts at the Yale University Art Gallery, accessed virtually. 3 Course cr

[**ARCH 3210, Postmodern Reader**]
There is little doubt that 1 September 1939, when Germany attacked Poland, signaled the end of the modern movement, in Europe at least, if not worldwide. What had begun in 1914 with Le Corbusier's Maison Domino and later it is five points of a new Architecture would now in the six years interval lose its avantgarde ideology. This was already apparent in some of the work produced as late as 1939. Certainly, by the end of the war the rebuilding countries chose to follow the path of a revised modernism. This period can be divided into two phases. A corporate modernism from 1945 to 1966, and a return to an ideological postmodernism from 1966 to 1988. There are many disparate theories of this period but essentially four architects stand out for their ideas more than their images. These are Rossi, Stirling, Ungers and Venturi. This class will attempt to understand this complex period through two avenues, the texts on the work of this period in general; and the analysis of specific buildings to reveal the essential characteristics which in some sense characterize the period. Ultimately, it is hoped that this seminar will reveal both the major primary and secondary sources which have animated this period. 3 Course cr

[**ARCH 3211, Architecture and Abstraction**]
Within an urban space increasingly governed by financial capital and its algorithms, abstraction is everywhere hypostatized into the material and immaterial spaces of our daily existence. Piet Mondrian's utopian vision of a world ruled by the aesthetics of abstraction is now finally realized. The course traces the history of abstraction in architecture from the advent of sedentary societies to today by focusing on pivotal moments: the rise of calculus; geometry and architectural drawing; the building of large-scale structures such as Egyptian pyramids and European cathedrals; the planning of monasteries and the engineering of infrastructure; the building of houses, glass houses, factories, and data centers. Limited enrollment. 3 Course cr

[**ARCH 3223, Parallels of the Modern**]
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 two articles in *Architectural Record* in 1928, and more elaborately in his *Modern Architecture: Romanticism and Reintegration* (1929)—in fact share common genealogy and are integral to an understanding of modern architecture as a whole. Lectures by the instructor develop this argument with reference to a diverse group of architects—some well-known and others less familiar. Limited enrollment. 3 Course cr

[**ARCH 3229, Urban History of Amazonia**]
The urban frontier in Amazonia is among the fastest growing in the world: 80 percent of it is "informal." Under export-oriented, neo-extractivist policies, this trend is unlikely to revert. Nevertheless, scarce research has focused on the urban phenomenon in Amazonia. How can burgeoning forest cities be retrofitted/designed? Could urbanization be allied with forest resurgence in the region? Can environmental history and archaeology influence the way in which we approach Amazonian settlements?

What can we learn from local communities? Could their ancestral knowledge be adapted to current needs and illuminate design? In this seminar, we critically probe current approaches to sustainability, aware that "green solutions" being advanced by the global north often demand further extraction of natural resources in the global south. We analyze the complex intertwining between global capitalism and Amazonia, as well as the critical role both are called to play in lieu of climate change. Limited enrollment. 3 Course cr

[**ARCH 3240, Spatial Concepts of Japan: Their Origins and Development in Architecture and Urbanism**]
The seminar explores the origins and developments of Japanese spatial concepts and surveys how they help form the contemporary architecture, ways of life, and cities of the country. Many Japanese spatial concepts, such as *ma,* are about creating time-space distances and relationship between objects, people, space, and experiences. These concepts go beyond the fabric of a built structure and encompass architecture, landscape, and city. Each class is designed around one or two Japanese words that signify particular design concepts. Each week, a lecture on the word(s) with its design features, backgrounds, historical examples, and contemporary application is followed by student discussion. Contemporary works studied include those by Maki, Isozaki, Ando, Ito, SANAA, and Fujimoto. The urbanism and landscape of Tokyo and Kyoto are discussed. Students are required to make in-class presentations and write a final paper. Limited enrollment. 3 Course cr

[**ARCH 3256, Renaissance and Modern**]
This course investigates the beginnings of new ideas during the Renaissance, as well as their evolution and consequences, without distorting their historical nature. The course continues by taking a broad look at the twentieth century and then focuses around a few key phases in the formation of architectural consciousness, moving through the postwar debates to current dilemmas. Students are expected to prepare for each session by studying the posted readings, the principal buildings and images that will be discussed, and preparing questions to be raised during the session. Students each submit a succinct account of their thinking on a building that is key to an understanding of Renaissance architecture. Limited enrollment. 3 Course cr

ARCH 3267a, Semiotics Francesco Casetti
Digging into semiotics tradition, the seminar provides analytical tools for "close readings" of a vast array of objects and operations, from verbal texts to all sorts of images, from cultural practices to all sorts of manipulation. Semiotics' foundational goal consisted in retracing how meaning emerges in these objects and operations, how it circulates within and between different cultural environments, and how it affects and is affected by the cultural contexts in which these objects and operations are embedded. To revamp semiotics' main tasks, after an introduction about the idea of "making meaning," the seminar engages students in a weekly discussion about situations, procedures, objects, and attributes that are "meaningful," in the double sense that they have meaning and they arrange reality in a meaningful way. Objects of analysis are intentionally disparate; the constant application of a set of analytical tools provides the coherence of the seminar. Students are expected to regularly attend the seminar, actively participate in discussions, propose new objects of analysis, present a case study (fifteen–twenty minutes), and write a final paper (max. 5,000 words). Enrollment limited to fifteen. *Also FILM 833.* Students from Film and Media Studies

and the School of Architecture have priority: they are asked to express their choice by August 25. Students from other departments are asked to send the instructor up to ten lines with the reasons why they want to attend the seminar by August 26. The seminar is aimed at bolstering a dialogue that crosses cultures and disciplines. 3 Course cr

[**ARCH 3272, Exhibitionism: Politics of Display**]
Since their inception in the eighteenth century, art museums—prestigious buildings commissioned by those who wield power and influence—have behaved like cultural barometers registering changing attitudes about the role cultural institutions play in society. Looking at museum buildings from the inside out, this seminar traces the evolution of this building type through an in-depth analysis of its key architectural elements: gallery, interstitial (circulation, assembly, retail) and infrastructure (security/climate control) spaces, and site. This seminar explores how the spatial and material development of these tectonic components both mirrors and perpetuates changing cultural attitudes about aesthetics, class, power, wealth, nature, leisure, gender, body, and the senses as seen through the eyes of artists, architects, critics, collectors, and politicians. Topics include gallery spectatorship from the Renaissance picture frame to the modernist white cube; shifting sites from palace to park to repurposed industrial structures; urban renewal, gentrification, and the postwar museum; starchitecture and the trophy museum; cruising: museums as social condensers to see and be seen; multimedia artistic practices and information technologies; and new typologies, such as biennials, art fairs, private collections, and retail hybrids. Limited enrollment.
3 Course cr

ARCH 3280a, Medium Design Keller Easterling
While usually focused on designing buildings, designers might also design the medium in which those buildings are suspended. Beyond associations with communication technologies, medium, in this context, means middle or milieu. Considering ground instead of figure, or field instead of object, medium design inverts some dominant cultural logics and offers additional aesthetic and political capacities for addressing intractable problems. Medium is assessed for latent properties that unfold over time and territory, propensities within a context, potentials in relative position, or the agency in arrangement, and like an operating system or a growth medium, it decides what will live or die. In this matrix of activity where it is easier to detect discrepancy, latency, temperament, and indeterminacy, right answers are less important than unfolding or branching sequences of response. Benefiting from an artistic curiosity about reagents and spatial mixtures or spatial wiring, medium design suggests different organs of design or different ways to register the design imagination. Beyond buildings, master plans, declarations, laws, or standards, it deploys multipliers, switches, or time-released organs of interplay like bargains and chain reactions. While not dominant, this habit of mind is ever-present in many disciplines and leads to readings that include Michel Foucault, Giorgio Agamben, Gilbert Ryle, Gilles Deleuze, Bruno Latour, J.J. Gibson, Marshall McLuhan, Harold Innis, Jacques Rancière, Walter Benjamin, Gregory Bateson, Vilem Flusser, Dunne and Raby, and John Durham Peters. An in-class presentation and final paper complete the requirements of the course. Limited enrollment. 3 Course cr

[**ARCH 3283, After the Modern Movement: An Atlas of Postmodern**]
This course aims to answer the questions: What was and what is postmodernism in architecture? Postmodernism should not be seen as a style, but rather as a

condition that arose out of the ahistorical, acontextual, self-referential, materialistic modernism that prevailed in the post-WWII era. By pushing aside history, context, and social concerns, modernism of that period exhausted itself of its potential, and restive architects incorporated figuration and representation as they sought to make the discipline more responsive to the wide expanse of popular culture. However, postmodernism was not intended as a repudiation of modernism, but as an evolution and corrective action. The course is primarily concerned with architecture (as chronicled by Charles Jencks in his 1977 book, *The Language of Post-Modern Architecture*) and key texts by architects, such as Robert Venturi, Aldo Rossi, and James Stirling. Students explore a number of architects who have been overlooked and deserve renewed consideration. This seminar is motivated by conditions in contemporary practice, including the renewed interest in the postmodernism of the previous generation and in the return of precedent to the design process. Limited enrollment. 3 Course cr

ARCH 3290a, Body Politics Joel Sanders
COVID-19 underscores how public health and environmental justice are intimately related. This seminar explores the urgent need for transdisciplinary teams representing design, science, and the humanities to create safe, hygienic, accessible, and inclusive spaces that accommodate all bodies, including people of different races, genders, religions, and abilities that fall out of the cultural mainstream. Through in-depth analysis of everyday spaces—homes, workplaces, hospitals, museums—we look at how the conventions of architecture, transmitted through building typologies, standards, and codes, have marginalized or excluded persons who fall outside white, masculine, heterosexual, able-bodied norms. After analyzing each of these sites in their cultural and historical context, students generate innovative design proposals that allow a spectrum of differently embodied and culturally identified people to productively mix in a post-pandemic world. Limited enrollment. 3 Course cr

[**ARCH 3297, From Shigeru Ban to Ikea: Designing Refugee Camps**]
Ever since the UN declared shelter a "human right" in 1951, the number of refugee camps has escalated. Across the globe, NGOs, humanitarian organizations, and architects have been involved in designing provisional housing for refugees—a term that covers peoples displaced by ethnic, political, economic, and environmental reasons, both within and beyond their countries. Initially designed as temporary solutions, many are now the size of cities, in some cases with populations that have soared to half a million people. The number of refugees worldwide, currently set at about sixty-five million, is expected to grow rapidly, given the accelerating climate crisis. The camps themselves fall into different typologies. News organizations frequently report on the more recent ones—in Kenya, Syria, Jordan, Turkey, Bangladesh, Vietnam, and Pakistan. Older camps such as the Palestinian ones or Dadaab (Kenya), have become a permanent home to several generations of residents who, though born in the host country, are nevertheless stateless and thus extremely vulnerable. Less visible, but equally ubiquitous, are detention and internment facilities established by liberal democracies in Europe and Australia and at the U.S./Mexico border. This seminar analyzes refugee camps and detention centers from a transnational perspective, probing the limits and problems evident in different cases, as well as the state of exception and extraterritoriality that applies to all of them. It also studies disaster relief housing

around the globe, sometimes built with the help of refugees. What metrics should we use to judge successful design? 3 Course cr

[**ARCH 3298, Topics in the History of Architecture Education**]
This seminar takes up a series of topics in the evolution of modern architecture education, addressing historical, institutional, and ideological formations and transformations that have taken place over the past two centuries. How have the changing norms and values of the profession, of higher education, and of modern society shaped attitudes and approaches to the architect's training? Reciprocally, what kind of impact have architecture schools had on architects' subsequent careers and on architectural practice and culture at large? By inserting the history of architecture education into the larger histories of architecture and of modernity, we aim to study the ways that schools function as communities of discourse and vehicles for the transmission of knowledge. As case studies drawn from North America and elsewhere reveal, the architecture school is more than a training ground for aspiring professionals; it is a site of negotiation—and often contestation—over the production and reproduction of future architecture. While our focus is not exclusively on alternative or "radical" educational programs, we will not fail to consider some of these, situating them in their wider context. Architecture schools have only recently begun to look at themselves in the mirror. Previously, when they were the subject of scholarly attention at all, it was often more in the spirit of hagiography than historiography. This seminar endeavors to bring a sharp, critical-historical lens to questions concerning architecture education past, present, and future. 3 Course cr

[**ARCH 3299, Independent Course Work**]
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.) 3 Course cr

ARCH 3300a, History, Historiography, Avant-Garde: Reading Manfredo Tafuri's *The Sphere and the Labyrinth* Joan Ockman
Is the concept of an avant-garde still viable in architecture today? Or should it be consigned to the dustbin of modernist ideas? When did the avant-garde originate and how should its history be written? Manfredo Tafuri's *The Sphere and the Labyrinth: Avant-Gardes and Architecture from Piranesi to the 1970s* was initially published in 1980. It remains the only sustained effort to define and historicize avant-garde theory and practice specifically in relation to architecture. The seminar undertakes a close reading of Tafuri's rich, rewarding, and difficult book, beginning with the challenging methodological introduction, "The Historical 'Project,'" and traversing a series of critical episodes from the eighteenth century to the late twentieth. Open to Ph.D. students and others with a strong background in architectural history. 3 Course cr

[**ARCH 3301, New York as Incubator of Twentieth-Century Urbanism: Four Urban Thinkers & the City They Envisioned**]
The seminar is constructed as a debate among the ideas of four urban thinkers whose influential contributions to the discourse of the modern city were shaped by their divergent responses to New York City's urban and architectural development: Lewis Mumford (1895–1990), Robert Moses (1888–1981), Jane Jacobs (1916–2006), and Rem Koolhaas (1944–). In counterposing their respective arguments, the

seminar addresses issues of civic representation and environmentalism, infrastructure development and urban renewal policy, community and complexity, and the role of architecture in the urban imaginary. The focus is twofold: on the contribution of the "urban intellectual" to the making of culture; and on New York's architectural and urban history. New York has been called the capital of the twentieth century. By reassessing the legacy and agency of these visionary thinkers, the seminar not only reflects on New York's evolution over the course of the last century but raises questions about the future of cities in the twenty-first century. A selection of historical and theoretical material complements seminal readings by the four protagonists. Each student is responsible for making two case-study presentations and producing a thematically related term paper. Limited enrollment. 3 Course cr

ARCH 3302a, Tall Tales Ife Vanable
Architecture is a body of fantastic lies. Speculative and projective, architectural production corrals, traffics in, and concocts imaginaries; its histories and theories are steeped in myth and regimes of mythmaking. This course provides space to interrogate the particular, ongoing, and mutating narratives, fictions, and myths perpetuated around the design, development, and material realization/construction of high-rise residential towers from the turn of the century to the start of what has been referred to as the Reagan era, alongside the various political, financial, and social agendas that motivated their development. The course aims to nurture modes of recognition of "housing" as critical loci where architectural form, federal and state power, municipal interactions of zone (zoning envelope, building volume, and air rights), finance, body, law, rhetoric, aesthetics, real estate development, and conceptions of racial difference come into view. The course reckons with typology and the seeming difficulty with imagining subjects racialized as black holding a position up in the sky. 3 Course cr

ARCH 3303a, Urban Century Theorizing Global Urbanism Vijayanthi Rao
From the beginning of the twentieth century to the present, urbanization has gradually come to dominate political, economic, social, and cultural landscapes of the contemporary world. To be urban was to be modern, and the development of modern social theory relied on using the city as its research laboratory. Two decades into the twenty-first century, features of urbanization such as density, resource extraction, environmental degradation, and intense social inequalities appear to be ubiquitous across different geopolitical conditions. This course presents students with a range of theories that attempt to make sense of the variegated and intersecting conditions that define contemporary urban localities. Building on the understanding offered by these theories, we conclude with an exploration of emerging positions, concepts, and propositions that enable new ways of understanding the centrality of urbanism within a world dominated by uncertainty, speculation, and dystopia. 3 Course cr

[**ARCH 3304, Japanese Gardens**]
Arts and theory of the Japanese garden with emphasis on the role of the anthropogenic landscape from aesthetics to environmental precarity, including the concept of refugium. Case studies of influential Kyoto gardens from the eleventh through fifteenth century, and their significance as cultural productions with ecological implications. 3 Course cr

[**ARCH 3305, Religion and Museums**]
This interdisciplinary seminar focuses on the tangled relations of religion and museums, historically and in the present. What does it mean to "exhibit religion" in the institutional context of the museum? What practices of display might one encounter for this subject? What kinds of museums most frequently invite religious display? How is religion suited (or not) for museum exhibition and museum education? Permission of the instructor required; qualified undergraduates are welcome. 3 Course cr

[**ARCH 3312, Textile Architectures: A Transhistorical and Global Perspective into Architectural Historiography**]
The seminar explores the intersection between textile arts and architectural historiography, with a goal of finding ways to conceive a more global and inclusive approach to architectural historiography. To be sure, textiles have been conceived around the globe for eons, and they are a ubiquitous part of dwellings, past and present. The seminar is organized around three parts: Prehistories, Textile Industry and Its Discontents, and Textiles and Modern Architecture. We begin by experimenting with various textile techniques identified by Semper in *Style in the Technical and Tectonic Arts* (1860/63) and explore his idea of how textiles evolved into the primary space-defining element. We consider his idea of the material "origins" of architecture and explore the prevalent tent typology and the portable architecture of early societies and of various nomadic tribes. The second segment discusses the role textile industry played in spreading capitalism and colonialism around the globe and creating conditions for slavery and economic disparity in its wake. On the brighter side we also see how the advent of textile industry has forged conversations about dignified labor, cultural identity, self-realization, and decolonialization and consider how global textile trade has sponsored knowledge transfer in a manner that makes us rethink boundaries between local and global, and our attitudes toward cultural appropriation. The readings in this segment range from Sven Beckert's prize-winning book *Empire of Cotton: A Global Histor*y (2014) and Mahatma Gandhi's *Wheel of Fortune* (1922). The final segment is dedicated to the relationship between textile arts and modernism, beginning with Henry van de Velde's and Adolf Loos's ideas about gendered wear and spaces, followed by Constructivist micro-environments and the Bauhaus weaving workshops. The role of gender continues to be highlighted through a survey of significant collaborations between architects and designers, including Mies van der Rohe and Lilly Reich, Eliel and Loja Saarinen, Eero Saarinen and Alexander Girard, Sheila Hicks and Kevin Roche, and Rem Koolhaas and Petra Blaisse. 3 Course cr

[**ARCH 3313, A Critical History of Domestication: The House**]
The premise of this joint seminar is to interrogate the human settlement through a critical genealogy of domestication and its corresponding architectures and ecologies. Our main hypothesis is that domestication, the process by which our industrial, capitalist civilization has been produced, works on two registers: the house and the environment. From prehistory to contemporary times, the practice of environmental disturbance has been fundamental to human existence, yet within practices of ecological intensification, the rise of the sedentary family household marks an act of enclosure that fundamentally disturbed the pooling of resources that was characteristic of premodern settlements. In other words, the logic of the house as primary enclosure initiated a transformation of the whole environment, with the domestication of crops and animals becoming an irreversible ecological turning point and an origin point for the

patriarchal premises of both capitalism and colonialism. By studying the evolution of the household alongside changing practices of subsistence, this seminar locates the house and the environment as two fundamental sites of transformation. 3 Course cr

[**ARCH 3314, Lightness and Modernity**]
The course probes the significance of lightness as a condition of architectural modernity. In the nineteenth and twentieth centuries the ancient requirement that architecture embody solidity was fundamentally transformed by new materials in which strength and stability could be achieved with relatively light and slender materials. Such material transformations were culturally ambivalent. Lightness was linked to ideas of dematerialization, taking to the air, and a new culture of transparency. Yet it was also associated with the loss of gravity, derealization, and rootlessness. While the elimination of extraneous weight has been associated with efficiency, nimbleness, and a judicious use of resources, it has also been mobilized in designs for warfare and colonization over the past two centuries. Students consider some of the major positions around the conception of "light modernity," learn about key buildings and projects since the nineteenth century that have been defined by the problem of lightness, and critically examine differing historical claims about lightness. Key questions include: How was lightness conceptualized, imagined, valued at different historical moments? What material and economic relationships were necessary to the production of lightness? In which political and disciplinary frameworks did lightness emerge and unfold? How do arguments about lightness continue to inform contemporary debates about ecology, sustainability, and energy in the built environment today? There are no prerequisites. The course is intended for students in architecture, the history of art, and the environmental humanities. 3 Course cr

ARCH 3315a, Challenging the Classical Kyle Dugdale
This course examines the problem of "the classical" in its contemporary context—not only as an exercise in the study of architectural history, but also as an attempt to come to terms with the claims of history upon the present, and of the present upon history. Recognizing that the unusually vivid architectural images that have impressed themselves upon the public imagination of America over the past few months are only the most recent evidence in a longer list of charges, the course examines accusations of Eurocentrism and elitism, of obsolescence, irrelevance, and historical naivete, and associations with totalitarianism and whiteness, along with questions of language, tectonics, and sustainability—aiming to introduce a range of new voices into a conversation that is, today, more critical than ever. 3 Course cr

Electives outside of School of Architecture

Courses offered elsewhere in the University may be taken for credit with permission of the instructor. Unless otherwise indicated, at the School of Architecture full-term courses are typically assigned 3 credits; half-term courses are assigned 1.5 credits. Students must have the permission of the History and Theory Study Area coordinators in order for a course to count as a history/theory elective.

Urbanism and Landscape

Alan J. 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 designed environment.

For the M.Arch. I program, required courses in this study area include an introduction to urban design (ARCH 4011) and the satisfactory completion of one of the elective seminar courses from this study area.

REQUIRED COURSE

ARCH 4011a, Introduction to Urban Design Staff
(Required of first-year M.Arch. I students.) 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 cities around the world and throughout history and focus on the role of public space and public art in shaping the form, use, and identity of cities and regions. o Course cr

ELECTIVE COURSES

[**ARCH 4209, Territorial Cities of Pre-Colonial America**]
The pre-Columbian history of the Americas has undergone profound revisions in the last three decades. Several authors have been attempting to compile and synthesize discrete, yet radical, contributions stemming from the fields of archaeology, anthropology, ethnography, ethnoarchaeology, biogeography, (environmental/ ecological) history, virology, epidemiology, soil science, agrarian studies, political ecology, critical regional studies, and other fields. Emerging visions of the pre-Colonial Western Hemisphere that diverge from hegemonic narratives offer important lessons on urban ecology that can contribute to reimagine the city of the future, as designers seek for principles that may guide contemporary urban (design) culture towards reestablishing a cyclical and renewable relationship with the environment. In this course, we closely examine a series of pre-Columbian agro-ecological urban constellations at the regional, nodal, and architectural scales in North, Central, and South America. We discuss notions such as rurbanism, urbanism beyond the human, and bioeconomics as a productive structure based on polycultures (away from the introduced model of monoculture plantations). Reconsidering urbanism from these perspectives requires a survey of diverse ontologies of the urban and cityness. Furthermore, we approach this research seminar as an editorial laboratory. Students read and comment on unpublished chapters of a book on the contemporary significance of Native American systems of planning as well as their architectural, territorial, regional, and environmental design contributions. Furthermore, initially in pairs, and later individually, students focus on an in-depth study of two pre-Columbian cities and the regions they are part of. This is a reading- and drawing-intensive course. The best visualizations of the pre-Columbian urbanisms that we examine shall be included in the book for publication. Finally, there is an important field research component to this endeavor. If feasible, we travel to the central coasts of Peru, where we will be able to experience Lima´s huaca system, Norte Chico (the oldest urban system in the Americas), and Chan Chan firsthand. An alternative field trip within the U.S.

focuses on mound building in North America, specifically, as it manifests in Cahokia. 3 Course cr

[**ARCH 4213, The City and Carbon Modernity**]
Humanity has moved through three energy paradigms, each of which has produced different built environments and social organizations. At each transition—from nomadic to agricultural and from agricultural to industrial—the productive capacity of human society was transformed, restructuring the existing social order and engendering a corresponding spatial and architectural paradigm. This course studies our current energy paradigm—carbon-intensive fossil fuels—as a driver of urban and architectural form. Rather than studying the technical aspects of energy, however, the course focuses on the social and spatial organizations that arise and are dependent on dense and abundant energy, identifying these as carbon form. Despite increasing awareness of environmental issues, architects continue to replicate carbon form, preventing a transition out of our current energy paradigm. Just as the modern movement proposed a new organization for the city based on the realities of industry, this moment demands new organizations that can respond to an urban system that the climate crisis has shown to be obsolete. Unlike in modernism, however, the energy transition to which we must respond has not yet occurred. And yet, architecture must still declare the death of carbon modernity and seek the means to overcome its material and cultural legacy. In this light, the course interrogates the foundations of contemporary human organization in order to lay new foundations for the oncoming transitions in energy and social form. Students study the theoretical roots of carbon form in the works of Le Corbusier, Hilberseimer, Koolhaas, and others, and speculate on new human settlement patterns by examining the relationship between the energy grid and the urban grid, i.e., between energy and urban form. Assignments include readings, reading responses, as well as drawings at the midterm and final. Limited enrollment. 3 Course cr

[**ARCH 4216, Globalization Space**]
This lecture course researches global infrastructure space as a medium of polity. More than networks of pipes and wires under the ground, this infrastructure space is a visible, enveloping urban medium filled with repeatable spatial formulas and spatial products. Lectures visit the networks of trade, communication, tourism, labor, air, rail, highway, oil, hydrology, finance, standard making, 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, ISO standards, and automated ports. More than a survey of physical networks and shared protocols, the course also repositions spatial variables in global governance. Infrastructure space may constitute a de facto parliament of decision-making—an intensely spatial extrastatecraft that often spins around irrational desires. Each week, readings, with 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 final paper completes the requirements of the course. 3 Course cr

ARCH 4219a, Urban Research and Representation Elihu Rubin
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. 3 Course cr

[**ARCH 4220, Port Cities**]
Historically, port cities around the world have played a crucial role as the nodes of connection and exchange for both local and vast global networks of production, trade, culture, and power. Since the industrial revolution, rapid development of new technologies of transport and communication has challenged the planners and developers of these cities to both adapt and innovate, creating new and hybrid spatial typologies and transforming vast areas of urbanized waterfront and rural hinterland. And now, climate change and its impact on coastal and riparian geographies add an additional layer of complexity and challenge. This seminar considers the changing and persistent patterns, functions, and images of port cities, particularly in the context of their regional and global networks, researching, analyzing, and mapping the architectural and spatial manifestations of those systems. Limited enrollment. 3 Course cr

[**ARCH 4221, Introduction to Commercial Real Estate**]
This seminar introduces commercial real estate. It does not require any prior knowledge of finance, accounting, or taxation policies. Commercial real estate 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 for use in class is required. 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. In addition to out-of-class assignments, a brief exercise is included during each class. Limited enrollment. 3 Course cr

ARCH 4222a, History of Western European Landscape Architecture Warren Fuermann
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, including sculptural tropes. 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 emphasized. Limited enrollment. 3 Course cr

[**ARCH 4223, Introduction to British Landscape and Architectural History: 1500 to 1900**]
This seminar examines chronologically the history of landscape architecture and country-house architecture in Britain from 1500 to 1900. Topics of discussion include the history of the castle in British architecture and landscape architecture; Italian and French influences on the seventeenth-century British garden; military landscaping; the Palladian country house and British agricultural landscape; Capability Brown's landscape parks; theories of the picturesque and of the landscape sublime; Romanticism and the psychology of nature; the creation of the public park system; arts and crafts landscape design; and the beginnings of landscape modernism. Comparisons of historical material with contemporary landscape design, where appropriate, are made 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. 3 Course cr

[**ARCH 4224, Out of Date: Expired Patents and Unrealized Histories**]
What if the U.S. Army Corps of Engineers had developed "soft infrastructures" and "living systems" for dealing with the changing flows of the Mississippi in and around New Orleans? What if Henry Ford had used soy protein for automotive parts and synthetic meats in the 1940s? Or what if South Asian nation states had adopted the Ganges Water Machine model in the 1970s to address critical water shortages in urban areas? What do these three seemingly disparate examples all have in common? Each is based on a patent or series of patents that were never adopted for one reason or another. These are just a few of the questions that animate this course. Historians ask the why and the how, but they are rarely trained to visualize what a city, a meal, or a landscape might have looked like had a particular technology or living system been adopted. Rather than shy away from such counterfactuals, we explore and seek to visualize these historical what-ifs by taking a comparative, global perspective on the history of patents as visual and textual artifacts. No prior knowledge of the history of science and technology or architecture is required. Limited enrollment. 3 Course cr

[**ARCH 4233, Ghost Town**]
This is an advanced, interdisciplinary seminar in architectural history, urban planning, vernacular building, the politics of preservation, collective memory, tourism, and, ultimately, urban sustainability. Looking at a broad spectrum of failed or almost-failed cities in the United States and across the globe, this seminar uses the ghost town and its rhythms of development and disinvestment to establish a conceptual framework for contemporary urban patterns and processes. Students develop skills in urban and architectural research methods, visual and formal analysis, effective writing, and critical reasoning. Limited enrollment. 3 Course cr

[**ARCH 4245, The City before and after the Tubewell**]
What do such disparate cities as New Delhi, Jakarta, Mexico City, and Phoenix all have in common? In short, each relies on a fantastic technology that few people know anything about but that has transformed the shape and life of cities and their hinterlands: the tubewell. Water pump technologies for drawing up groundwater,

tubewells are used in places where municipal water supply is nonexistent, unreliable, or often polluted. A minor technology with a global reach, the tubewell is to the city what the elevator was to the skyscraper in the booming American metropolis of the early twentieth century. In this course we look at how tubewells and other decentralized infrastructures have radically transformed urban and agricultural spaces across the globe from the nineteenth century to the present. We watch how people exult before these infrastructures; we witness how governments and philanthropies as well as farmers and townspeople appropriate them for radically different ends. And we consider why. The course proceeds chronologically. While it is global in scope, we focus most of our attention on South and Southeast Asia. In particular, we focus on the evolution of pump technologies and how they have changed life in cities and their hinterlands. If as historian Swati Chattopadhyay argues, "Urban forms have a direct correlation with infrastructural norms," then what can the shift to decentralized water infrastructure tell us about the form and life of cities? Along with weekly readings, students watch a number of films where decentralized and centralized systems play an important, if occasionally clandestine, role in shaping spaces and experiences in cities and farms. 3 Course cr

[**ARCH 4246, Introduction to Urban Studies**]
An introduction to key topics, research methods, and practices in urban studies, an interdisciplinary field of inquiry and action rooted in the experience of cities. As physical artifacts, the advent of large cities has reflected rapid industrialization and advanced capitalism. They are inseparable from the organization of economic life, the flourishing of cultures, and the formation of identities. They are also places where power is concentrated and inequalities are (re)produced. Debates around equity are filtered through urban environments, where struggles over jobs, housing, education, mobility, public health, and public safety are front and center. The course is organized as a colloquium with numerous guests. Accessible entirely online, there will also be live, in-person events, with social distancing and face masks/shields, available to students in New Haven. Limited enrollment. 3 Course cr

ARCH 4247a, Difference and the City Justin Moore
Four hundred and odd years after colonialism and racial capitalism brought twenty and odd people from Africa to the dispossessed indigenous land that would become the United States, the structures and systems that generate inequality and white supremacy persist. Our cities and their socioeconomic and built environments continue to exemplify difference. From housing and health to mobility and monuments, cities small and large, north and south, continue to demonstrate intractable disparities. The disparate impacts made apparent by the COVID-19 pandemic and the reinvigorated and global Black Lives Matter movement demanding change are remarkable. Change, of course, is another essential indicator of difference in urban environments, exemplified by the phenomena of disinvestment or gentrification. This course explores how issues like climate change and growing income inequality intersect with politics, culture, gender equality, immigration and migration, technology, and other considerations and forms of disruption. 3 Course cr

[**ARCH 4248, Curating Cities: The Power of Zoning**]
Zoning tells us what can be built where, and therefore, what we can do where. Since zoning emerged a century ago, it has become the most significant regulatory power of local government. But it is also the most underappreciated: even architects don't always

understand how zoning—hidden in plain sight—governs our places, and, by extension, our health, wealth, and happiness. Indeed, very few architects are actually engaged in shaping and influencing the way these codes operate. Instead, planners, lawyers, and volunteer community members take the lead drafting role, which sometimes results in zoning codes that have unfortunate, perhaps unintended consequences on the way people experience place. This seminar explores several key questions. How do the origins of zoning—rooted in a segregating impulse—shape land use patterns today? How and why is it that our laws lock in outdated, homogeneous, and uninspired places and hinder modern thinking about design? How has zoning simultaneously managed to undermine social justice, cultural heritage, and our ability to respond to climate change? Whose agency is constrained or enabled by the political processes of zoning itself? And what must we as architects do to change the status quo? The goal of this interdisciplinary course is to explore the tension between law and design, by exploring law's influence on the creative enterprise. 3 Course cr

[**ARCH 4249, Urban Landscape and Geographies of Justice**]
What explains the socioeconomic and ecological patterns in a city? This course introduces students to ideas in the history and theory of urban planning; the production of urban environments; and concepts in environmental justice to understand the challenges that face contemporary cities. Using New Haven as a case study, the course explores the ways in which structural inequalities are inscribed and reproduced in urban landscapes. The course builds up a sequence of historical-geographic layers and conceptual frameworks with the goal of unpacking the legacies of planning and urban development decision-making on contemporary social and environmental conditions. We are in a moment of crisis, and there is a need for engaged public scholarship. We require theory-informed practices to address the real challenges we face in our cities. Therefore, an integral part of this course is student projects that serve the twin purposes of creating academic scholarship and making this knowledge available for the public and communities. Limited enrollment. 3 Course cr

[**ARCH 4250, A Critical History of Domestication: Environments of Subsistence**]
The premise of this joint seminar is to interrogate the human settlement through a critical genealogy of domestication and its corresponding architectures and ecologies. Our main hypothesis is that domestication, the process by which our industrial, capitalist civilization has been produced, works on two registers: the house and the environment. From prehistory to contemporary times, the practice of environmental disturbance has been fundamental to human existence, yet within practices of ecological intensification, the rise of the sedentary family household marks an act of enclosure that fundamentally disturbed the pooling of resources that was characteristic of premodern settlements. In other words, the logic of the house as primary enclosure initiated a transformation of the whole environment, with the domestication of crops and animals becoming an irreversible ecological turning point and an origin point for the patriarchal premises of both capitalism and colonialism. By studying the evolution of the household alongside changing practices of subsistence, this seminar locates the house and the environment as two fundamental sites of transformation. 3 Course cr

[**ARCH 4251, Architectures of the Collective**]
Architects are generally trained to provide design services to the private sector and/or to the public sector through bids and competitions. Some, nevertheless, chose a different route of action and work with communes, communities, cooperatives, and

neighborhoods in the co-creation and co-production of collective projects at different scales. Academia plays a crucial role in such approaches as a key partner knitting networks of collaboration that involve a diverse mix of community members, private and public stakeholders, donors, and others. In this research seminar, working in groups, students engage real, feasible, community-based projects (architectural, infrastructural, environmental and/or cultural) located in Ecuadorian Amazonia. The seminar follows a tripartite structure. The first third of the semester, students conceptually develop an existing project proposal with their local counterparts. In the second third, following the procedure used by documentary film makers for crowdsourcing, students develop a pitch for their projects using video, text, and images. In the final third of the semester, students consolidate their pitch, after reviewing it with their partners and external critics. To conclude, the class sets up a digital platform that can be easily shared in social media for crowdfunding purposes. From a methodological standpoint, the seminar pivots around two axes: one focuses on a theoretical and ethical inquiry, based on a series of readings, guest lectures, and discussions; the other one is pragmatic and structured around a series of stakeholder workshops and reviews. Architects who have ample experience working in community projects are invited to share their experiences with us, as well as documentary film makers and other experts from a diverse array of fields (finance, NGOs, etc.). 3 Course cr

ARCH 4252a, The Architecture of the Food System Staff
This course explores the entangled production of food and our built environment as tangible, material manifestations of our societal and cultural values and as powerful and urgent drivers of rapidly accelerating climate change. The seminar surveys the spaces and places of the American food system throughout history and today, including its architecture and infrastructure, its inputs and outputs, its embodied energy, and its economic and political dynamics. Students read and analyze texts drawn from a number of disciplines including ecology, botany, economics, industrial engineering, and history, and synthesize material that is new to the architectural discourse. Course work results in a qualitative and quantitative survey of the architecture of our national food system and concludes with a focus on projective and future-facing concepts for radically repurposing food infrastructure. In doing so, students in the course set parameters for architecture as a means of regional food system transformation. 3 Course cr

[**ARCH 4291, The Urban Atlas**]
This program, based in the collaboration between the Yale School of Architecture and the Architecture Department at Chalmers University of Technology in Gothenburg, Sweden, introduces Yale students to the rigorous study of urban form and space and their social uses in relation to the context of historic and contemporary architecture and urbanism in the north of Europe. During an intensive monthlong residency in Gothenburg, Yale students learn and practice methods and techniques of urban analysis, including graphic and modeling approaches to understanding the interface between building form and typology and larger patterns of urban use and movement. Students live, travel, and work together as an integrated research team, contributing to a new Urban Atlas of North European cities. All program travel plans will be made in accordance with University and national travel policies. Limited enrollment. 3 Course cr

[**ARCH 4299, Independent Course Work**]
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.)
3 Course cr

Electives outside of School of Architecture

Courses offered elsewhere in the University may be taken for credit with permission of the instructor. Unless otherwise indicated, at the School of Architecture full-term courses are typically assigned 3 credits; half-term courses are assigned 1.5 credits. Students must have the permission of the Urbanism and Landscape Study Area coordinators in order for a course to count as an urbanism elective.

ADMISSIONS

The admission process is designed to enroll a dynamic community of students with a wide diversity of backgrounds and experiences.

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 http://architecture.yale.edu for further information about the School. For admission inquiries, contact gradarch.admissions@yale.edu or telephone 203.432.2296. For financial aid inquiries, contact archfinancialaid@yale.edu or telephone 203.432.2291.

M.Arch. I: Three-Year Program Admission Requirements

The School believes that the educational experience of its program is enriched by students who have diverse educational backgrounds and, therefore, embraces students who in their undergraduate education have majored in a wide spectrum of disciplines, from architecture to any of the arts, sciences, or humanities.

Applicants to the M.Arch. I program must hold 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, all to be completed by June 30 of the year matriculating:

1. A studio course such as freehand drawing, sketching, painting, sculpture, or basic architectural design. (Ceramics, photography, graphics, or film will not satisfy this requirement.)
2. 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.

Also recommended, but not required, are a course in classical physics and one in calculus.

M.Arch. II: Two-Year Program Admission Requirements

Applicants to the M.Arch. II program must hold a professional five-year bachelor of architecture (B.Arch.) degree, or equivalent. A professional degree is one that allows

for the practice of architecture in the country where the degree was attained without additional educational requirements. A bachelor of arts or bachelor of science degree with a major in architecture is not considered a first professional degree. Students with international professional degrees should apply to the M.Arch. II program, even if they eventually plan to pursue licensure in the United States. Please check the NCARB website for information on U.S. reciprocity with international professional degrees: https://www.ncarb.org.

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.)

Ph.D. Program Admission Requirements and Application Process

Applicants to the Ph.D. program should refer to the chapter Doctor of Philosophy Program.

Application Process: M.Arch. and M.E.D. Programs

Application to the School is an online process. While completing the online application form, applicants will be asked to supply information regarding themselves, their education, their test scores, and their references; upload their transcripts and curriculum vitae (résumé); and pay an application fee. (Fee waivers are not granted.) In addition, applicants for the M.Arch. programs will be required to upload a portfolio. Applicants for the M.E.D. program will be required to upload a research proposal. See below for more detailed information on each required component of the application process.

The online application can be accessed at https://apply.architecture.yale.edu/apply, when it is available. Applications for programs beginning in the 2023–2024 academic year must be submitted no later than January 2, 2023. Applicants will not be allowed to submit applications after the deadline has passed.

Since all required admissions materials must be uploaded to the online application, applicants should *not* send any materials directly to the School. *Any materials received directly from an applicant will not be added to the applicant's admission file.*

APPLICATION FEE

Applications will be considered submitted only when payment of a nonrefundable application fee has been received. For the 2023–2024 academic year, the application fee

is $90. 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 will need to upload a scanned copy of their 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* send a hard copy of a transcript or academic record that has been uploaded to 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 are required. 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, in-progress college or university transcript to the application.

Applicants who are offered admission and who accept that offer will be required to have their respective institutions directly submit final, official transcripts to the School at gradarch.admissions@yale.edu.

STANDARDIZED EXAMINATIONS

All applicants, including international students, have the option to take the General Test (verbal, quantitative, and analytical writing) of the Graduate Record Examination (GRE) of the Educational Testing Service. For information regarding this test, test dates and locations, and/or to arrange to take the test, visit www.ets.org/gre. Although the test may be taken at any time, it should be taken no later than December preceding the application due date.

The Internet-based Test of English as a Foreign Language (TOEFL iBT) is required of all applicants whose native language is not English. The requirement for the TOEFL iBT may be waived *only* for applicants who have studied in residence for at least three (3) years at a university or college where English is the primary language of instruction and who will have received a baccalaureate degree, or its foreign equivalent, from that institution prior to matriculation at Yale. For further information regarding the test and/or to arrange to take the test, visit www.ets.org/toefl. The TOEFL must be taken no later than December preceding the application due date. IELTS is not accepted as a substitution for the TOEFL iBT examination.

Applicants are required to record their examination scores in the online application for each test date taken. Do not send hard copies. If an applicant retakes either the GRE or the TOEFL iBT after submitting an application and prefers to have the newer scores considered, the applicant should email the Office of Admissions with the new scores at gradarch.admissions@yale.edu.

The Yale School of Architecture institution code number for the GRE and TOEFL iBT is 3985. Please note that this is different from other Yale University code numbers. Unless 3985 is used on the test form, applicants' scores will not reach the School.

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 are required and must be uploaded by each recommender no later than January 2, 2023. Letters of recommendation should be from individuals with direct knowledge of the applicant's professional potential and/or academic ability.

Recommendations are submitted only through an online process. When recommenders' email addresses are inserted into the online application, instructions on how to submit recommendations are automatically sent to the recommenders. Therefore, in order to allow recommenders sufficient time to prepare and upload their recommendations, applicants should insert their recommenders' email addresses into the online application as early in the process as possible.

Applicants can verify that their letters of recommendation have been received by the School by viewing the status page of their online application.

PORTFOLIO

(for the M.Arch. programs only) A digital portfolio (a single pdf document optimized not to exceed 40MB) is required and must be uploaded to the online application. The portfolio will be viewed on computer screens.

The portfolio should be a well-edited representation of the applicant's creative work that reflects the applicant's experience, interests, and accomplishments. Portfolios may not contain videos. Our applicants have a wide range of backgrounds, from those who have an undergraduate architectural degree and years of professional experience, to those who have educational backgrounds and experiences in different fields. Consequently, each portfolio is reviewed as a reflection of each applicant, and we encourage a diversity of creative work that demonstrates visual and spatial thinking. This may include architectural design, but also drawing, painting, sculpture, sketches, data visualization, product design, etc. Applicants without any architecture or visual arts background are encouraged to include work demonstrating creative thinking from their field, work, or life experience. Applicants may include work performed in an office setting, but such work will be considered a reflection of their experience more than their creative abilities. Anything submitted that is not entirely the applicant's own work must be clearly identified as such, noting the applicant's role.

RESEARCH PROPOSAL

(for the M.E.D. program only) A full and specific description of the applicant's research proposal is required and must be uploaded to the online application form. This proposal must include a statement of goals, a proposed study plan, and anticipated results. This submission is weighted heavily during the application review process

and is considered in the assignment of faculty advisers. Do not send a hard copy of the proposal that has been uploaded to the application.

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.

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 for 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

The tuition fee for the academic year 2022–2023 is $57,898. This tuition fee includes health care services under Yale Health, but it does not include the Hospitalization/Specialty Coverage insurance fee. The Corporation of Yale University reserves the right to revise tuition rates as necessary.

Total Cost of Education

For a single student living off campus in the 2022–2023 academic year, a reasonable, albeit modest, estimate of total cost may be estimated by the following costs to be $82,454 for all students.

Tuition	$57,898
Yale Health Hospitalization/Specialty Coverage[1]	2,756
Room and Board	16,300
Books/Personal Expenses	5,500
Total Budget	$82,454

[1] Students may receive a waiver of the $2,756 Hospitalization/Specialty Coverage 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 Yale University Resources and Services.

Student Accounts and Billing

Student accounts, billing, and related services are administered through the Office of Student Accounts, which is located at 246 Church Street. The office's website is https://student-accounts.yale.edu.

STUDENT ACCOUNT

The Student Account is a record of all the direct charges for a student's Yale education such as tuition, room, board, fees, and other academically related items assessed by offices throughout the University. It is also a record of all payments, financial aid, and other credits applied toward these charges.

Students and student-designated proxies can view all activity posted to their Student Account in real time through the University's online billing and payment system, YalePay (https://student-accounts.yale.edu/yalepay). At the beginning of each month, email reminders to log in to YalePay to review the Student Account activity are sent to all students at their official Yale email address and to all student-designated YalePay proxies. Payment is due by 4 p.m. Eastern Time on the last day of the month.

Yale does not mail paper bills or generate monthly statements. Students and their authorized proxies can generate their own account statements in YalePay in pdf form to print or save. The statements can be generated by term or for a date range and can be submitted to employers, 401K plans, 529/College Savings Plans, scholarship agencies, or other organizations for documentation of the charges.

Students can grant others proxy access to YalePay to view student account activity, set up payment plans, and make online payments. For more information, see Proxy Access and Authorization (https://student-accounts.yale.edu/understanding-your-bill/your-student-account).

The Office of Student Accounts 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. Students who have not paid their student account term charges by the due date will also be placed on Financial Hold. The hold will remain until the term charges have been paid in full. While on Financial Hold, the University will not fulfill requests for transcripts or provide diplomas and reserves the right to withhold registration or withdraw the student for financial reasons.

PAYMENT OPTIONS

There are a variety of options offered for making payments toward a student's Student Account. Please note:

- All bills must be paid in U.S. currency.
- Yale does *not* accept credit or debit cards for Student Account payments.
- Payments made to a Student Account in excess of the balance due (net of pending financial aid credits) are not allowed on the Student Account. Yale reserves the right to return any overpayments.

Online Payments through YalePay

Yale's recommended method of payment is online through YalePay (https://student-accounts.yale.edu/yalepay). Online payments are easy and convenient and can be made by anyone with a U.S. checking or savings account. There is no charge to use this service. Bank information is password-protected and secure, and there is a printable confirmation receipt. Payments are immediately posted to the Student Account, which allows students to make payments 365/24/7 up to 4 p.m. Eastern Time on the due date of the bill, from any location, and avoid late fees.

For those who choose to pay by check, a remittance advice and mailing instructions are available on YalePay. Checks should be made payable to Yale University, in U.S. dollars, and drawn on a U.S. bank. To avoid late fees, please allow for adequate mailing time to ensure that payment is received by 4 p.m. Eastern Time on the due date.

Cash and check payments are also accepted at the Office of Student Accounts, located at 246 Church Street and open Monday through Friday from 8:30 a.m. to 4:30 p.m.

Yale University partners with Flywire, a leading provider of international payment solutions, to provide a fast and secure way to make international payments to a Student Account within YalePay. Students and authorized proxies can initiate international payments from the Make Payment tab in YalePay by selecting "International Payment via Flywire" as the payment method, and then selecting the country from which payment will be made to see available payment methods. International payment via Flywire allows students and authorized proxies to save on bank fees and exchange rates, track the payment online from start to finish, and have access to 24/7 multilingual customer support. For more information on making international payments via

Flywire, see International Payments Made Easy at https://student-accounts.yale.edu/yalepay.

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, late fees of $125 per month will be charged for the period the bill was unpaid, as noted above.
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 PAYMENT PLAN

A Yale Payment Plan provides parents and students with the option to pay education expenses monthly. It is designed to relieve the pressure of lump-sum payments by allowing families to spread payments over a period of months without incurring any interest charges. Participation is optional and elected on a term basis. The cost to sign up is $50 per term.

Depending on the date of enrollment, students may be eligible for up to five installments for the fall and spring terms. Payment Plan installments will be automatically deducted on the 5th of each month from the bank account specified when enrolling in the plan. For enrollment deadlines and additional details concerning the Yale Payment Plan, see https://student-accounts.yale.edu/ypp.

BILL PAYMENT AND PENDING MILITARY BENEFITS

Yale will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other facilities, or the requirement that a student borrow additional funds, on any student because of the student's inability to meet their financial obligations to the institution, when the delay is due to the delayed disbursement of funding from VA under chapter 31 or 33.

Yale will permit a student to attend or participate in their course of education during the period beginning on the date on which the student provides to Yale a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates: (1) the date on which payment from VA is made to Yale; (2) ninety days after the date Yale certifies tuition and fees following the receipt of the certificate of eligibility.

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. For students in the Master of Architecture I (M.Arch. I) degree program, the rules apply to students adhering to the prescribed course of study as previously defined.

1. For purposes of determining the refund of Title IV 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 that 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 2022–2023, the last days for refunding Title IV funds will be October 26, 2022, in the fall term for all students; and, in the spring term, April 29, 2023, for M.Arch. I first-year students, and March 31, 2023, for M.Arch. I second-year students and all other students.

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. In the fall term, the date is September 4, 2022, for all students. In the spring term, the dates are January 26, 2023, for M.Arch. I first-year students; and January 22, 2023, for M.Arch. I second-year students and all other students.
   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. In the fall term, the date is September 18, 2022, for all students. In the spring term, the dates are February 19, 2023, for M.Arch. I first-year students; and February 6, 2023, for M.Arch. I second-year students and all other students.
   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. In the fall term, the date is October 16, 2022, for all students. In the spring term, the dates are April 14, 2023, for M.Arch. I first-year students; March 5, 2023, for M.Arch. I second-year students and all other students.
   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, funds will be returned in the order prescribed by federal regulations; namely, first to Federal Direct Unsubsidized Loans, if any; then to 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 withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive instructions on completing this process from Yale Student Financial Services.

Interruption or Temporary Suspension of University Services or Programs

Certain events that are beyond the University's control may cause or require the interruption or temporary suspension of some or all services and programs customarily furnished by the University. These events include, but are not limited to, epidemics or other public health emergencies; storms, floods, earthquakes, or other natural disasters; war, terrorism, rioting, or other acts of violence; loss of power, water, or other utility services; and strikes, work stoppages, or job actions. In the face of such events, the University may, at its sole discretion, provide substitute services and programs, suspend

services and programs, or issue appropriate refunds. Such decisions shall be made at the sole discretion of the University.

FINANCIAL ASSISTANCE FOR THE MASTER'S PROGRAMS

The School of Architecture is committed to being financially accessible to students of all backgrounds and from all over the world. Financial aid, consisting of need-based scholarship and/or loans, is offered to the School's students with demonstrated need.

If student and parent information is provided on the FAFSA, Parent Financial Statement, or International Financial Aid Application, the student may be offered a need-based scholarship award based upon the larger of two categories of scholarship calculation: an Individual Resource Scholarship or a Family Resource Scholarship.

An *Individual Resource Scholarship* is intended for students who do not wish to or who are unable to provide parental financial information.

A *Family Resource Scholarship* is intended for students who wish to and are able to provide parental financial 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.

Barring any significant changes in a student's financial circumstances (including spousal and, if appropriate, parental circumstances), students can generally expect their need-based scholarship awards to be renewed in subsequent years.

U.S. citizens and permanent residents are eligible for federal loans, including a Federal Direct Unsubsidized Loan and/or a Federal Direct Graduate PLUS Loan. Non-U.S. citizens and non-permanent residents are eligible for the Yale Graduate and Professional International Loan.

The Application Process for Financial Aid

Application for financial aid is a separate process from application for admission to the School. Applying for financial aid does not affect admission decisions.

U.S. CITIZENS AND PERMANENT RESIDENTS

U.S. citizens or permanent residents who wish to apply for financial aid must complete and submit the following: (1) a Yale School of Architecture Application for Financial Aid; (2) the Free Application for Federal Student Aid (FAFSA); (3) the School of Architecture Verification Form; and (4) the School of Architecture Parent Financial Statement (required if parent financial information is not included on the FAFSA and applicant wants to be considered for the Family Resource Scholarship).

The Yale School of Architecture Application for Financial Aid, the Verification Form, and the Parent Financial Statement Form are available online at http://architecture.yale.edu/admissions/financial-aid. These forms must be received by the School no later than February 1, 2023 for prospective and new students, and no later than April 30, 2023 for students already enrolled. The forms may be sent via email to

archfinancialaid@yale.edu; via fax to 203.432.6576; or via mail to: Financial Aid Office, Yale School of Architecture, P.O. Box 208242, New Haven CT 06520-8242.

The Free Application for Federal Student Aid (FAFSA) is available online at https://fafsa.ed.gov. For best results, the FAFSA application should be completed by February 1, 2023. The Yale School of Architecture's FAFSA code number is 001426.

If an applicant would like to be considered for a Family Resource Scholarship, parental income and asset information may be provided in the FAFSA. For separated, divorced, or unmarried parents, one parent may complete the FAFSA, in which case the other parent must complete and submit a Yale School of Architecture Parent Financial Statement. If parents do not wish to complete the FAFSA, each parent must complete and submit a separate Parent Financial Statement. Parental information submitted in the Parent Financial Statement will not be released to applicants without parental consent. The Yale School of Architecture Parent Financial Statement may be found at http://architecture.yale.edu/admissions/financial-aid and must be submitted directly to the School's Financial Aid Office via email to archfinancialaid@yale.edu; via fax to 203.432.6576; or via mail to: Financial Aid Office, Yale School of Architecture, P.O. Box 208242, New Haven CT 06520-8242.

If full parental information is not provided, an applicant will be considered only for an Individual Resource Scholarship.

Because scholarship money and some loan funds are limited, applicants who miss the February 1 application deadline may jeopardize their eligibility for financial aid. Applicants who are accepted for admission and who have correctly completed their financial aid application by the February 1 deadline will receive a financial aid determination shortly after the online notification of admission.

NON-U.S. CITIZENS AND NON-PERMANENT RESIDENTS

Non-U.S. citizens and non-permanent residents who wish to apply for financial aid must complete and submit the following: (1) the School of Architecture International Student Financial Aid Application; (2) the School of Architecture Verification Form; and (3) the School of Architecture Parent Financial Statement (Required if parent financial information is not included on the ISFAA and applicant wants to be considered for the Family Resource Scholarship). These forms can be obtained online at http://architecture.yale.edu/admissions/international-students.

The forms must be received by the School no later than February 1, 2023 for prospective and new students, and no later than April 30, 2023 for students already enrolled. The forms may be submitted via the School's online forms or by email to archfinancialaid@yale.edu; via fax to 203.432.6576; or via mail to: Financial Aid Office, Yale School of Architecture, P.O. Box 208242, New Haven CT 06520-8242, USA.

If an applicant would like to be considered for a Family Resource Scholarship, the income and asset information of both parents must be provided in the Yale School of Architecture International Student Financial Aid Application. For separated, divorced, or unmarried parents, one parent may complete Yale School of Architecture International Student Financial Aid Application, in which case the other parent must complete and submit the Parent Financial Statement. Parental information submitted

in the Parent Financial Statement will not be released to applicants without parental consent.

If full parental information is not provided, an applicant will be considered only for an Individual Resource Scholarship.

Because scholarship money and some loan funds are limited, applicants who miss the February 1 application deadline may jeopardize their eligibility for financial aid. Applicants who are accepted for admission and who have correctly completed their financial aid application in a timely manner will receive a financial aid determination shortly after the online notification of admission.

General Financial Aid Policies

After admission to the Yale School of Architecture, students who have been awarded financial aid are required to provide documents for verification. For U.S. citizens or permanent residents, this process includes submission of the student's federal tax returns and asset information, and, if a Family Resource Scholarship is awarded, the parents' federal tax returns and asset information. For international students, this process includes submission of the School of Architecture Verification Form along with the student's tax returns and asset information, and, if a Family Resource Scholarship is awarded, submission (translated into English) of the parents' asset information and tax returns or alternative documentation of income.

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 included on the financial aid application(s). In addition, for U.S. citizens and permanent residents, all awards are contingent on the student meeting the general eligibility requirements specified by the U.S. Department of Education, including Satisfactory Academic Progress (SAP) requirements (below).

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.

Students on financial aid are required to reapply for financial aid each spring for the following academic year. Financial aid does not extend longer than the normal equivalent length of time required to complete the program of study to which the student was admitted.

Outside Aid

All students are encouraged to seek additional funding beyond what is available from the School of Architecture. A helpful website for students to search for third-party scholarships is https://finaid.org.

The Connecticut Chapter of the American Institute of Architects also offer outside scholarships. Information about AIA scholarships can be found at http://aiact.org/connecticut-architecture-foundation-scholarship. Additionally, other states with an AIA chapter or foundation also offer AIA scholarships. They can be found online by typing AIA NY, AIA MA, AIA NJ, etc., into a search engine.

Other organizations offering outside scholarships include the Yale Club of New Haven http://www.ycnh.org and PEO International https://www.peointernational.org.

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 loan programs, or who are not eligible for the federal loan programs.

Additional information on financial aid may be found at https://sfas.yale.edu.

In order to comply with federal regulations as well as University policy, students must advise the Financial Aid Office of any additional awards received (scholarships, grants, loans, VA benefits, teaching assistantships, teaching fellowships, etc.). As a general rule, outside awards up to $10,000 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 $10,000 will likely affect a student's need-based scholarship from the School of Architecture.

If a third party (employer or other sponsor) is to pay all or a part of the cost of education and requires a bill in its name, the student must provide documentation from the sponsor detailing the terms of the sponsorship, to include: what charges are covered, the duration of the sponsorship, and the sponsor's billing requirements and contact information. In addition, the student must submit written authorization allowing Yale University to communicate with and release student account billing information to the sponsoring third party as necessary. This information is due by June 1 and October 1 for the fall and spring terms, respectively. A copy of the award letter or scholarship notice, along with written authorization, should be emailed to ebep@yale.edu.

Satisfactory Academic Progress (SAP) and Financial Aid

Federal regulations require that in order to receive assistance under Title IV of the Higher Education Act, students must be making Satisfactory Academic Progress (SAP), which is measurable academic progress toward completion of their degree requirements within published time limits. The following SAP policy applies to all enrolled students.

GUIDELINES FOR ACADEMIC PROGRESS

The academic year at the Yale School of Architecture consists of fall and spring terms and summer courses. SAP is calculated twice per year, at the end of the fall and spring terms. A student's SAP status at the beginning of a term is effective until the completion of that enrolled term. Students must maintain SAP in both qualitative and quantitative standards.

Qualitative standards At the end of a term, students who are placed on "academic probation" for the next term due to their grades during the prior term fail to meet the qualitative SAP standard (refer to Section II.G of the *School of Architecture Handbook*, http://architecture.yale.edu/academics/school-handbook, for the definition of "academic probation"). All other students meet the qualitative SAP standard.

Quantitative standards A student meets the quantitative SAP standard if a pace is maintained of earning at least one-half (50 percent) of the total credits attempted.

"Incompletes" do not count as credits attempted (refer to Section II.H.1 of the *School of Architecture Handbook*, http://architecture.yale.edu/academics/school-handbook, for information on "Incompletes"). "Withdrawals" count as credits attempted (refer to Section II.B. of the *School of Architecture Handbook*, http://architecture.yale.edu/academics/school-handbook, for information on "Withdrawals"). Credits for completed repeated courses count as both credits attempted and earned. Transfer credits are not accepted. The maximum time frame in which a student must complete degree requirements cannot exceed more than 200 percent of the minimum time for fulfilling degree requirements (refer to Section II.D. of the *School of Architecture Handbook*, http://architecture.yale.edu/academics/school-handbook).

FINANCIAL AID WARNING

A student who fails to meet SAP at the end of a term will be notified in writing by the assistant dean responsible for academic matters, and the Financial Aid Office will place the student on "financial aid warning" until the end of the next term. During the "financial aid warning" term, the student may receive financial aid, despite the determination of not meeting SAP. Students on "financial aid warning" who fail to return to SAP by the end of the term will lose their future financial aid eligibility, unless they successfully appeal and are placed on "financial aid probation."

FINANCIAL AID PROBATION AND APPEALS

A student who has not successfully met SAP by the end of the "financial aid warning" term has the right to appeal the loss of financial aid eligibility. Appeals must be submitted to the Dean's Office in writing within two weeks of receiving notice that the student did not meet SAP after a term on "financial aid warning." The appeal must include information about why the student failed to meet SAP, and what has changed, or is expected to change, that will allow the student to meet SAP in the future. The written appeal should be accompanied by documentation that verifies the extenuating circumstances (e.g., death of a relative, an injury or illness of the student, or other special circumstances). The Dean's Office shall notify the student of the outcome of the appeal within ten business days of receiving it. If the appeal is approved, the student is placed on "financial aid probation" until the end of the next term, and may receive financial aid during that term. Students on "financial aid probation" are required to meet with the assistant dean responsible for academic matters to establish an individual academic plan to enable the student to meet SAP at some point in the future, according to specific benchmarks established by the plan. Students on "financial aid probation" who fail to meet SAP by the end of the "financial aid probation" term, or fail to meet the benchmarks of their individual plans on time, will not be eligible for financial aid for the subsequent academic term. Students who are ineligible for financial aid may reestablish eligibility in future terms by meeting SAP.

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.benefits.va.gov/gibill. The Registrar's Office will be happy to assist students with claims once they are enrolled.

For information on the Yellow Ribbon program, visit https://finaid.yale.edu/award-letter/financial-aid-terminology/yellow-ribbon-program.

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. 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 https://www.yalestudentjobs.org.

Employment Opportunities outside the University

The School is often advised of various employment 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 2023–2024 academic year at the Yale School of Architecture may choose to complete the General Test of the Graduate Record Examination (GRE) Program (see Standardized Examinations in the chapter Admissions).

In addition, 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 for further information).

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 a *Financial Certification Form for International Students Admitted for Fall 2023*. This form, available from the Registrar's Office or accessible on our website (http://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 information regarding financial aid.

Employment Opportunities at Yale

The School of Architecture offers international students employment opportunities in a wide variety of positions within the School. The University also has employment opportunities for international students through its Student Employment Office.

Employment Opportunities outside of Yale during Enrollment and after Graduation

During full-time enrollment, international M.Arch. students at the School who hold F-1 visa status and who have been enrolled full-time for at least one full academic year may apply for the Curricular Practical Training (CPT) program, which provides the opportunity to be employed in the United States outside of the University. During an academic year, CPT is limited to part-time (no more than twenty hours per week). During summer breaks, CPT is available only for full-time employment.

International M.Arch. students at the School who hold F-1 visa status may apply for the Optional Practical Training (OPT) program, which provides the opportunity to be employed in the United States after graduation for a period of twelve months plus a twenty-four-month STEM extension, for a total of thirty-six months, provided such employment begins within sixty days of graduation.

International M.E.D. students at the School who hold F-1 visa status and who have been enrolled full-time for at least one full academic year may apply for the Optional Practical Training (OPT) program, which provides the opportunity to work in the United States outside of Yale for up to twelve months.

For further details on the CPT and OPT programs, visit https://oiss.yale.edu/immigration.

Office of International Students and Scholars

The Office of International Students and Scholars (OISS) coordinates services and support for Yale's nearly 6,000 international students, faculty, staff, and their dependents. OISS assists international students and scholars with issues related to employment, immigration, personal and cultural adjustment, and serves as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns, OISS helps students and scholars obtain and maintain legal nonimmigrant status in the United States.

OISS programs, like daily English conversation groups, the Understanding America series, DEIB workshops, bus trips, and social events, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. Spouses and partners of Yale students and scholars will want to get involved with the International Spouses and Partners at Yale (ISPY) community, which organizes a variety of programs and events.

The OISS website (http://oiss.yale.edu) provides useful information to students and scholars prior to and upon arrival in New Haven, as well as throughout their stay at Yale. International students, scholars, and their families and partners can connect with OISS and the Yale international community virtually through Yale Connect, Facebook, and Instagram.

OISS is a welcoming venue for students and scholars who want to check their email, grab a cup of coffee, and meet up with a friend or colleague. Open until 9 p.m. on weekdays during the academic year, the center—located at 421 Temple Street, across the street from Helen Hadley Hall—also provides meeting space for student groups and a

venue for events organized by both student groups and University departments. For more information about reserving space at OISS, call 203.432.2305.

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 Paul Rudolph Hall underwent an extensive renovation overseen by Gwathmey Siegel and Associates Architects, who also designed the adjacent Jeffrey H. Loria Center for the History of Art, which 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 two hundred 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. A wide range of student clubs and extracurricular groups allows students to collaborate beyond the classroom.

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 the Environment, 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 2021, lecturers included:

Justin Beal, Artist and Writer
Nathalie Frankowski, Architect
Cruz García, Architect
Samia Henni, Historian
Nnenna Lynch, Real Estate Developer
Heather Roberge, Architect
Todd Saunders, Architect
Elaine Scarry, Theorist
Abeer Seikaly, Architect
Karen Seto, Scientist
Ife Vanable, Urban Historian
Jessica Varner, Historian

In spring 2022, lecturers included:

Anthony Acciavatti, Historian
Iwan Baan, Photographer
Deborah Berke, Architect
Gregory Crewdson, Photographer
Liz Diller, Architect
Napoleone Ferrari, Historian
Dennis Freedman, Collector
Laura Harjo, Theorist
Joshua Jelly-Schapiro, Geographer
Rodney Leon, Architect
Michelangelo Sabatino, Historian
Annabelle Selldorf, Architect
Douglas Spencer, Theorist
Cindi Strauss, Curator
Amber Wiley, Historian

Symposia

During 2021–2022, the School of Architecture hosted the annual J. Irwin Miller Symposium, *Object Lessons*.

This symposium, convened by Daniel Rose (1951) Visiting Assistant Professor Anthony Acciavatti, drew together a group of designers, artists, and scholars to engage with objects through the senses, a popular pedagogical method of imparting knowledge and ethical values. These object lessons synthesize material and meaning into something greater than the sum of their parts. It is quite literally an exercise for the pupil "in arranging and classifying objects; thus developing a higher faculty than that of simply observing their qualities," as described by Elizabeth Mayo in *Lessons on Objects* (1832). First developed by Swiss education reformer and theorist Johann Pestalozzi in the late eighteenth century, object lessons became integral to the education practices pioneered by Friedrich Fröbel, Akshay Kumar Dutta, John Dewey, and Maria Montessori, to name just a few. Participants in the symposium devised a lesson from an object that rewards scrutiny and resists simple classification. By holding an object, weighing it, observing its texture, looking at its components, and perhaps tasting and smelling or listening to it, each speaker rendered an entire world of actions and processes that went into its making.

Speakers included:

Anthony Acciavatti
D. Graham Burnett
Danielle Choi
Gökçe Günel
Kajri Jain
Sylvia Lavin
Lan A. Li
Rahul Mehrotra
Nicholas de Monchaux
Amie Siegel

Adedoyin Teriba
Anthony Titus

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 2021–2022 included:

Room(s): Yale School of Architecture Women Alums, 1942–
September 1–December 10, 2021

Radical: Italian Design 1965–1985, The Dennis Freedman Collection
February 28–July 9, 2022

STUDENT-CURATED EXHIBITIONS

Speaking into Being: Beyond Asian Silence
September 26–September 30, 2021

In-sync, De-sync, Re-sync
October 18–November 11, 2021

Sobremesa: Distillations of Latin Culture Through Storytelling
February 10–March 5, 2022

Give and Take
March 28–April 9, 2022

Publications

The School supports two student-edited publications. *Perspecta: The Yale Architectural Journal,* the oldest student-edited architectural journal in the United States, is internationally respected for its contributions to contemporary discourse with original presentations of new projects as well as historical and theoretical essays. *Perspecta*'s editors solicit contributions 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. Back issues may be searched online at www.architecture.yale.edu/publications/constructs.

The School maintains an active publications program (www.architecture.yale.edu/publications). Books published in 2021 and 2022 include:

Perspecta 54: Atopia, edited by Melinda Agron, Timon Covelli, Alexis Kandel, and David Langdon, examines the spatial end-product of a society seemingly flattened by supra-

territorial flows of information and material. It expresses both a physical artifact and condition of mass culture, and like the global systems of production and consumption from which it is conceived, atopia is both nowhere and everywhere at once. For the contributors of *Perspecta* 54, the ephemeral conditions of atopia are also an invitation to an equally unconstrained critical practice. Blurred boundaries—geopolitical, virtual, technical, disciplinary—offer sites for transgressive speculation and critique from beyond the limits of traditional design agency.

Yale Urban Design Workshop

Alan Plattus, Founding Director
Andrei Harwell, Director
Marta Caldeira, Director of Research
Elihu Rubin, Director of Advocacy and Planning

The Yale Urban Design Workshop and Center for Urban Design Research (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 by Alan Plattus, the YUDW has worked with communities across Connecticut and around the world, 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.

In all its work, the YUDW is committed to an inclusive, community-based process, grounded in broad citizen participation and a vision of the design process as a tool for community organizing, empowerment, and capacity-building. A typical YUDW project may include design charrettes, focus groups, and town meetings, as well as more conventional means of program and project development. Projects, supervised by the faculty of the School, are staffed mainly by postgraduate associates and current graduate students from the School. Some projects also include work from Yale College undergraduates; faculty and students from Yale's other professional schools, including the Law School, the School of the Environment, the School of Management, the School of Public Health, and the School of Art; and outside consultants and other local professionals.

Much of the work and research of the YUDW has focused on strategies for regeneration in Connecticut's small postindustrial towns and cities. Neighborhood and downtown plans developed for places like New Britain, West Haven, and Bridgeport have engaged with complex questions of preservation, redevelopment, and shifting demographics and identity; considered the changing economics of urban cores; and encouraged walkability, sustainability, and controlled, coordinated growth. Recently, the YUDW has extended this focus internationally, consulting on the regeneration of Gothenburg, Sweden.

Another area of specific interest and research lies at the intersection between preservation, cultural heritage, redevelopment, tourism, and identity. Projects, including the Thames River Heritage Park in Groton and New London, Connecticut; the Naugatuck Valley Industrial Heritage Trail, funded through a grant from the National Endowment for the Arts; and the Jordan River Peace Park on the Jordan River

straddling the border between Israel and Jordan, derive much of their energy from a consideration of the place and representation of history in the city and in contemporary life.

The most recent work of the YUDW has focused on developing and deploying strategies for coastal and neighborhood resilience and adaptation that address climate change and urban inequality. These projects include the Resilient Bridgeport strategy and pilot projects, funded by HUD under the Rebuild by Design and National Disaster Resilience Competitions, which include major new blue-green infrastructure integrated with the public realm to be constructed by 2024; and the Dwight Healthy And Just Neighborhood plan in New Haven, funded under an EPA Environmental Justice Grant in 2022.

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 Architecture Students (NOMAS). A student also has the opportunity to be elected to one of several committees, including the Admissions Committee and the Curriculum Advisory 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 Yale Urban Design Workshop (YUDW), invite active participation in community development.

Students have founded many organizations at the School of Architecture including *Paprika!,* the weekly independent student publication; Outlines, the LGBTQ+ student group; Equality in Design (EID); YSOA Christian Fellowship; Green Action in Architecture (GAIA); Latin YSOA; YSOA East; the Indigenous Scholars of Architecture, Planning and Design (ISAPD); and the YSOA Badminton League; among others.

Outside the School of Architecture, there are many student organizations, including the Black Graduate Student Network (BGN), the Graduate-Professional Student Center at Yale (The Gryphon), 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, as well as the many Yale cultural centers. 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 two other Yale libraries: Sterling Memorial 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 offers 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 370,000 images reflecting faculty teaching and research interests. 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 laser cutters, a waterjet cutter, three-axis CNC mills, and programmable robots. Students with shop experience may apply to the fabrication shop's coordinator for positions as shop monitors.

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.

ADVANCED TECHNOLOGY FACILITIES

Advanced technology 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 cloud-based personal storage for each student and unlimited network storage for individual classes and studios. The School has its own proprietary digital media facilities that consist of cloud-based servers for high-quality

distributed information systems; two advanced computer labs; an imaging and 3-D scanning lab; a printing lab with more than fifty 3-D printers able to print in plastic, plaster, clay, and resin; and dedicated printing rooms and plotting clusters outfitted with photocopiers and large-format plotters on each studio floor. Large-scale high-resolution display monitors on carts are available on all studio floors. All students are provided with a high-end workstation, preloaded with a wide array of software and integrated design tools, and two LCD monitors. 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 located in the review spaces. Available for checkout at no cost are digital cameras, drawing tablets, and camcorders. Students at the School also have access to the Center for Collaborative Arts and Media at 149 York Street, an interdisciplinary arts research center that bridges diverse arts disciplines and fosters critical inquiry at the intersections of visual art, design, film, music/sound, performance, and computer science.

Academic Regulations

GRADING SYSTEM

All courses are graded Pass (P), Low Pass (LP), or Fail (F). Credit will be given for any passing grades (P or LP). 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. After six weeks from registration until the last day of classes in each term, a student may withdraw from a course. 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 typically 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 digital 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 Curricular 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 the student's work, including 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 portfolio.

The portfolio must include the student's name, program, date, and a passport-sized photo on the title page. Each project should be clearly labeled, stating the name of the project, term, date, and instructors.

The digital portfolio must be submitted (uploaded as a pdf) for evaluation at the end of the fourth term for M.Arch. I students and at the end of the second term for M.Arch. II students and before graduation for all M.Arch. students.

To receive a diploma, graduating students are also required to submit to the School an exact copy of their digital portfolio. This copy will be placed in the University Archives, where, upon receipt, it will be open to all researchers.

INTERIM PROGRESS EVALUATIONS

After the end of a student's fourth term in the M.Arch. I and second term in the M.Arch. II programs, the Design Committee will evaluate these students for consideration for promotion to the remainder of their program. At their discretion, the Design Committee, based upon their evaluation, may require a student to submit a reworked portfolio at a later date and/or take courses that are not in the normal sequence, take additional course(s) beyond those normally prescribed in order to graduate, take a Required Leave of Absence, or 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 in 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.

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 nonmedical leaves must be submitted to the Rules Committee no less than three weeks before the end of the term immediately preceding the term of the intended leave. Those granted leaves must file formal notice of return two months 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 should not assume requests for leave will be automatically granted.

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 a mandatory medical leave of absence when, on recommendation of the director of Yale Health or the chief of the Mental Health and Counseling department, the dean of the School determines that, because of a medical condition, the student is a danger to self or others, the student has seriously disrupted others in the student's residential or academic communities, or the student has refused to cooperate with efforts deemed necessary by Yale Health and the dean to make such determinations. Each case will be assessed individually based on all relevant factors, including, but not limited to, the level of risk presented and the availability of reasonable modifications. Reasonable modifications do not include fundamental alterations to the student's academic, residential, or other relevant communities or programs; in addition, reasonable modifications do not include those that unduly burden University resources.

An appeal of such a leave must be made in writing to the dean of the School of Architecture no later than seven days from the effective date of the leave.

An incident that gives rise to voluntary or mandatory leave of absence may also result in subsequent disciplinary action.

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 of determination. 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 an intent 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 the student's U.S. military service of the 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 the 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 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 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 http://architecture.yale.edu/academics/school-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, including any final examinations. In any course, more than two unexcused absences may result in a failing grade. Refer to the Attendance portion of the Academic Rules and Regulations section of the *School of Architecture Handbook* (https://www.architecture.yale.edu/academics/school-handbook#mmi-410) for details.
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.
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.
6. The School reserves the right to photograph students in studio spaces, including at reviews, and to use those photographs in print and digital media. The School

may also use images and text derived from student work in print and digital media, giving credit to the author.

EMERGENCY SUSPENSION

The dean of the School of Architecture, or a delegate of the dean, may place a student on an emergency suspension from residence or academic status when (1) the student has been arrested for or charged with serious criminal behavior by law enforcement authorities; or (2) the student allegedly violated a disciplinary rule of the School of Architecture and the student's presence on campus poses a significant risk to the safety or security of members of the community.

Following an individualized risk and safety analysis, the student will be notified in writing of the emergency suspension. A student who is notified of an emergency suspension will have twenty-four hours to respond to the notice. The emergency suspension will not be imposed prior to an opportunity for the student to respond unless circumstances warrant immediate action for the safety and security of members of the community. In such cases, the student will have an opportunity to respond after the emergency suspension has been imposed.

When a student in the School of Architecture is placed on an emergency suspension, the matter will be referred for disciplinary action in accordance with school policy. Such a suspension may remain in effect until disciplinary action has been taken with regard to the student; however, it may be lifted earlier by action of the dean or dean's delegate, or by the disciplinary committee after a preliminary review.

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, interprets, and implements the Academic Rules and Regulations of the School; recommends policy and procedural changes to the Academic Rules and Regulations of the School; and oversees the Disciplinary Procedures of Unacceptable Conduct. Student representatives are not privy to, nor may they vote on, issues regarding individual student cases.
3. Admissions Committee (up to ten 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, associate 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 (three faculty members, one student). Advises the Arts Library on acquisition and maintenance issues.
9. Dual Degree Committee (six 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 Grievance Procedures of the University.
12. Awards and Prizes Committee (seven faculty members). Makes award and prize recommendations to the faculty.
13. Lectures + Committee. Schedules events, symposia, and other public programming.
14. Bass Scholars Committee (two faculty members). Selects students for the Bass Scholars program.
15. Student Advisory Committee (two representative members from each year of the M.Arch. I, M.Arch. II, and M.E.D. programs, one faculty member, and at least one representative of the Dean). Ensures a regular forum for communication and feedback concerning the views and interests of the student body.

Freedom of Expression

The Yale School of Architecture is committed to the protection of free inquiry and expression in the classroom and throughout the school community. In this, the School reflects the University's commitment to and policy on freedom of expression as eloquently stated in the Woodward Report (Report of the Committee on Freedom of Expression at Yale, 1974). See https://studentlife.yale.edu/guidance-regarding-free-expression-and-peaceable-assembly-students-yale.

YALE UNIVERSITY RESOURCES AND SERVICES

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 12,000 students in the undergraduate college, the graduate school, and the twelve professional schools study for thirty-six different degrees. A faculty of more than 4,000 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

Global engagement is core to Yale's mission as one of the world's great universities. Yale aspires to:

- Be the university that best prepares students for global citizenship and leadership
- Be a worldwide research leader on matters of global import
- Be the university with the most effective global networks

Yale's engagement beyond the United States dates from its earliest years. The University remains committed to attracting the best and brightest from around the world by offering generous international financial aid packages, conducting programs that introduce and acclimate international students to Yale, and fostering a vibrant campus community.

Yale's globalization is guided by the vice president for global strategy, who is responsible for ensuring that Yale's broader global initiatives serve its academic goals and priorities, and for enhancing Yale's international presence as a leader in liberal arts education and as a world-class research institution. The vice president works closely with academic colleagues in all of the University's schools and provides support and strategic guidance to the many international programs and activities undertaken by Yale faculty, students, and staff.

Teaching and research at Yale benefit from the many collaborations underway with the University's international partners and the global networks forged by Yale across the globe. International activities across all Yale schools include curricular initiatives that enrich classroom experiences from in-depth study of a particular country to broader comparative studies; faculty research and practice on matters of international importance; the development of online courses and expansion of distance learning; and the many fellowships, internships, and opportunities for international collaborative research projects on campus and abroad. Together these efforts serve to enhance Yale's global educational impact and are encompassed in the University's global strategy.

The Office of International Affairs (https://world.yale.edu/oia) provides administrative support for the international activities of all schools, departments, 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.

The Office of International Students and Scholars (https://oiss.yale.edu) hosts orientation programs and social activities for the University's international community and is a resource for international students and scholars on immigration matters and other aspects of acclimating to life at Yale.

The Yale Alumni Association (https://alumni.yale.edu) provides a channel for communication between the alumni and the University and supports alumni organizations and programs around the world.

Additional information may be found on the "Yale and the World" website (https://world.yale.edu), including resources for those conducting international activities abroad and links to international initiatives across the University.

Yale University Library

Yale University Library comprises collections, spaces, technology, and people. The collections contain fifteen million print and electronic volumes in more than a dozen libraries and locations, including Sterling Memorial Library, Beinecke Rare Book and Manuscript Library, Marx Science and Social Science Library, and the Anne T. and Robert M. Bass Library. Yale Library's resources also include more than a billion licensed e-resources and special collections that represent the diversity of the human experience in forms ranging from ancient papyri to early printed books, rare film and music recordings, and a growing body of born-digital materials. More than five hundred staff members facilitate teaching, research, and practice, offering deep subject-area knowledge as well as expertise in digital humanities, geographic information systems, and the use and management of research data. Yale Library's preservation and conservation specialists develop and apply leading-edge technology to maintain collections, providing critical support for increased access to collections, an expanding exhibition program, and Yale's emphasis on teaching with primary sources. For more information, visit https://library.yale.edu.

Cultural Resources

Keep up to date about campus news and events by subscribing to the Yale Today and/or Yale Best of the Week e-newsletters (https://news.yale.edu/subscribe-enewsletter), which feature stories, videos, and photos from YaleNews (http://news.yale.edu) and other campus websites. Also visit the Yale Calendar of Events (http://calendar.yale.edu) and the University's Facebook, Twitter, Instagram, LinkedIn, and YouTube channels.

YALE UNIVERSITY ART GALLERY

The Yale University Art Gallery was founded in 1832 as an art museum for Yale and the community. Today it is one of the largest museums in the country, holding nearly 300,000 objects and welcoming visitors from around the world. The museum's encyclopedic collection can engage every interest. Galleries showcase artworks from ancient times to the present, including vessels from Tang-dynasty China, early Italian paintings, textiles from Borneo, treasures of American art, masks from Western Africa, modern and contemporary art, ancient sculptures, masterworks by Degas, van Gogh, and Picasso, and more. Spanning one and a half city blocks, the museum features more than 4,000 works on display, multiple classrooms, a rooftop terrace, a sculpture garden, and dramatic views of New Haven and the Yale campus. The gallery's

mission is to encourage an understanding of art and its role in society through direct engagement with original works of art. Programs include exhibition tours, lectures, and performances, all free and open to the public. For more information, please visit https://artgallery.yale.edu.

The museum occupies three 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 building 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, the Louis Kahn building harmonizes with older structures, including Egerton Swartwout's Italian gothic Old Yale Art Gallery of 1928, to which it is directly connected. In December 2012 the gallery completed a comprehensive expansion and renovation project. The expanded museum unites all three buildings—the landmark Louis Kahn building (1953), the Old Yale Art Gallery (1928), and Street Hall (1866)—into a cohesive whole with a rooftop addition by Ennead Architects (2012).

YALE CENTER FOR BRITISH ART

The Yale Center for British Art is a museum that houses the largest collection of British art outside the United Kingdom, encompassing works in a range of media from the fifteenth century to the present. It offers a vibrant program of exhibitions and events both in person and online. Opened to the public in 1977, the YCBA's core collection and landmark building—designed by architect Louis I. Kahn—were a gift to Yale University from the collector and philanthropist Paul Mellon, '29. For more information, visit https://britishart.yale.edu.

ADDITIONAL CULTURAL AND SOCIAL RESOURCES

The Yale Peabody Museum of Natural History, founded in 1866, houses more than fourteen million specimens and objects in ten curatorial divisions: Anthropology, Botany, Entomology, History of Science and Technology, Invertebrate Paleontology, Invertebrate Zoology, Mineralogy and Meteoritics, Paleobotany, Vertebrate Paleontology, and Vertebrate Zoology. The renowned collections continue to enrich teaching and learning and to inform groundbreaking new research. The museum's galleries are currently under renovation and will reopen in 2024 to display thousands of objects, including the first *Brontosaurus, Stegosaurus,* and *Triceratops* specimens ever discovered.

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 five hundred musical events take place at the University during the academic year. In addition to degree recitals by graduate students, the School of Music presents the Ellington Jazz Series, Faculty Artist Series, Horowitz Piano Series, New Music New Haven, Oneppo Chamber Music Series, and Yale in New York, as well as performances by the Yale Opera, Yale Philharmonia, Yale Choral Artists, and various YSM ensembles, along with concerts at the Morris Steinert Collection of Musical Instruments. The Institute of Sacred Music presents Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, and many other special events. The Norfolk Chamber Music Festival/Yale Summer School of Music presents a six-week Chamber Music

Session, along with the New Music Workshop and the Chamber Choir and Choral Conducting Workshop. Many of these concerts stream live on the School's website (https://music.yale.edu). Undergraduate organizations include the Yale Bands, Yale Glee Club, Yale Symphony Orchestra, and numerous other singing and instrumental groups. The Department of Music sponsors the Yale Collegium, Yale Baroque Opera Project, productions of new music and opera, and undergraduate recitals.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at such venues as the University Theatre, Yale Repertory Theatre, Yale Cabaret, Yale Residential College Theaters, Off Broadway Theater, Iseman Theater, Whitney Humanities Center, Collective Consciousness Theatre, A Broken Umbrella Theatre, Elm Shakespeare Company, International Festival of Arts and Ideas, Long Wharf Theatre, and Shubert Performing Arts Center.

The Graduate and Professional Student Senate (GPSS) is composed of student-elected representatives from each of the fourteen graduate and professional schools at Yale. Any student enrolled in these schools is eligible to run for a senate seat during fall elections. As a governing body, the GPSS advocates for student concerns and advancement within Yale, represents all graduate and professional students to the outside world, and facilitates interaction and collaboration among the schools through social gatherings, academic or professional events, and community service. GPSS meetings occur on alternating Thursdays and are open to the entire graduate and professional school community, as well as representatives from the Yale administration. GPSS also oversees the management of the Gryphon, a graduate and professional student center, located at 204 York Street. The center provides office and event space for GPSS and other student organization activities, funds student groups, and houses Gryphon's Pub, open nightly. For more information, please visit https://gpsenate.yale.edu.

Athletic Facilities

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 varsity basketball, volleyball, and gymnastics competitions; the Robert J.H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous group exercise classes in dance, martial arts, zumba, yoga, pilates, spinning, HIIT and cardio, 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. Memberships at reasonable fees are available for faculty, employees, postdocs, visiting associates, alumni, and members of the New Haven community. Memberships are also available for spouses and children of all members. Additional information is available at https://sportsandrecreation.yale.edu.

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 (OEC) in East Lyme, the Yale Tennis Complex, and the Yale Golf Course. All members of the Yale community and their guests may participate at each of these venues for a modest fee. Up-to-date information on programs, hours, and specific costs is available at https://sportsandrecreation.yale.edu.

Approximately fifty club sports are offered at Yale, organized by the Office of Club Sports and Outdoor Education. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale students, faculty, staff, and alumni may use the 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, stand-up paddleboards, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In a more remote area of the facility, hiking trails loop the north end of the property; trail maps and directions are available on-site at the field office. The OEC is open from the third week of June through Labor Day. For more information, including mid-September weekend availability, call 203.432.2492 or visit https://sportsandrecreation.yale.edu.

Throughout the year, Yale graduate and professional school students have the opportunity to participate in numerous intramural sports activities, including 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 https://sportsandrecreation.yale.edu.

Religious Resources

The religious and spiritual resources of the University serve all students, faculty, and staff of all faiths. These resources are coordinated and/or supported through the Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the University Church in Yale in Battell Chapel, an open and affirming ecumenical Christian congregation; and Yale Religious Ministries, the on-campus association of professionals representing numerous faith traditions. This association includes the Saint Thomas More Catholic Chapel and Center at Yale and the Joseph Slifka Center for Jewish Life at Yale, and it supports Buddhist, Hindu, and Muslim life professionals; several Protestant denominational and nondenominational ministries; and student religious groups such as the Baha'i Association, the Yale Hindu Student Council, the Muslim Student Association, the Sikh Student Association, and many others. Hours for the Chaplain's Office during the academic term are Monday through Thursday from 8:30 a.m. to 11 p.m., Friday from 8:30 a.m. to 5 p.m., and Sunday evenings from 5 to 11. Additional information is available at http://chaplain.yale.edu.

Health Services

The Yale Health Center is located on campus at 55 Lock Street. 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 health, gynecology, mental health, pediatrics, pharmacy, blood draw, radiology, a seventeen-bed inpatient care unit, 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 https://yalehealth.yale.edu/coverage/student-coverage.

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 Health, Gynecology, Student Wellness, 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, on extended study and paying less than half tuition, or enrolled per course credit 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 fee. 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 by the University's deadlines noted below.

Yale Health Hospitalization/Specialty Coverage

For a detailed explanation of this plan, which includes coverage for prescriptions, see the *Yale Health Student Handbook,* available online at https://yalehealth.yale.edu/coverage/student-coverage.

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 https://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 within thirty days. 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 fees will not be prorated.

Yale Health Student Dependent Plans

A student may enroll the student's lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of three student dependent plans: Student + Spouse, Student + Child/Children, or Student Family Plan. These plans include services described in both Yale Health Basic Coverage and Yale Health Hospitalization/Specialty Coverage. Coverage is not automatic, and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the website (https://yalehealth.yale.edu/resources/forms) 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, on extended study, or enrolled per course per credit; students paying less than half tuition; students enrolled in the EMBA program; students enrolled in the Broad Center MMS program; students enrolled in the PA

Online program; and students enrolled in the EMPH program may enroll in Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic and Yale Health Hospitalization/Specialty Coverage. Applications are available from the Member Services Department or can be downloaded from the website (https://yalehealth.yale.edu/resources/forms) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

ELIGIBILITY CHANGES

Withdrawal A student who withdraws from the University during the first fifteen days of the term will be refunded the fee paid for Yale Health Hospitalization/Specialty 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. Assistance with identifying and locating alternative sources of medical care may be available from the Care Management Department at Yale Health. 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. Fees will not be prorated or refunded. Students who withdraw are not eligible to enroll in Yale Health Student Affiliate Coverage. Regardless of enrollment in Yale Health Hospitalization/Specialty Coverage, students who withdraw will have access to services available under Yale Health Basic Coverage (including Student Health, Athletic Medicine, Mental Health & Counseling, and Care Management) during these thirty days to the extent necessary for a coordinated transition of care.

Leaves of absence Students who are granted a leave of absence are eligible to purchase Yale Health Student Affiliate Coverage for the term(s) of the leave. If the leave occurs on or *before* the first day of classes, Yale Health Hospitalization/Specialty Coverage will end retroactive to the start of the coverage period for the term. If the leave occurs anytime after the first day of classes, Yale Health Hospitalization/Specialty Coverage will end on the day the registrar is notified of the leave. In either case, students may enroll in Yale Health Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term unless the registrar is notified after the first day of classes, in which case, the coverage must be purchased within thirty days of the date the registrar was notified. Fees 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 website (https://yalehealth.yale.edu/resources/forms). Fees 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. 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 website (https://yalehealth.yale.edu/resources/forms). 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.

Per course per credit Students who are enrolled per course per credit are not eligible for Yale Health Hospitalization/Specialty Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of per course per credit enrollment. 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 website (https://yalehealth.yale.edu/resources/forms). 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

Proof of vaccination is a pre-entrance requirement determined by the Connecticut State Department of Public Health. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term, 2021. Please access the Incoming Student Vaccination Record form for graduate and professional students at https://yalehealth.yale.edu/new-graduate-and-professional-student-forms. Connecticut state regulation requires that this form be completed and signed, for each student, by a physician, nurse practitioner, or physician's assistant. The form must be completed, independent of any and all health insurance elections or coverage chosen. Once the form has been completed, the information must be entered into the Yale Vaccine Portal (available after June 20), and all supporting documents must be uploaded to http://yale.medicatconnect.com. The final deadline is July15.

COVID-19 All students are required to provide proof of completed immunization against COVID-19 and obtain a booster shot within fourteen days of eligibility. Antibody titers or evidence of previous infection are *not* accepted as proof of immunity. Currently approved vaccines include Pfizer-BioNTech (two doses), Moderna (two doses), and Janssen/Johnson & Johnson (one dose). International vaccines that are authorized for emergency use by the World Health Organization will also be accepted by Yale as meeting the COVID-19 vaccination requirement. Yale Health's website will be updated as new vaccines are reviewed (https://yalehealth.yale.edu/covid-19-vaccination-faq-international-students-and-scholars). International students who do not have access to appropriately-timed WHO or FDA approved vaccination will be provided with free vaccination upon arrival on campus by special arrangement. Students who are not compliant with this vaccine requirement will not be permitted to register for classes or move into the dormitories for the fall term, 2022.

Influenza All students are required to have flu vaccination in the fall term when it is made available to them by Yale Health.

Measles, mumps, rubella, and varicella All students are required to provide proof of immunization against measles (rubeola), mumps, German measles (rubella), and varicella. Connecticut state regulation requires two doses of measles vaccine, two doses of mumps vaccine, two doses of rubella vaccine, and two doses of varicella vaccine. The first dose must have been given after the student's first birthday; the second dose

must have been given at least twenty-eight (28) days after the first dose. If dates of vaccination are not available, titer results (blood test) demonstrating immunity may be substituted for proof of vaccination. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are considered to be a pre-entrance requirement by the Connecticut State Department of Public Health. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term, 2022.

Quadrivalent meningitis All students living in on-campus dormitory facilities must be vaccinated against meningitis. The only vaccines that will be accepted in satisfaction of the meningitis vaccination requirement are ACWY Vax, Menveo, Nimenrix, Menactra, Mencevax, and Menomune. The vaccine must have been given within five years of the first day of classes at Yale. Students who are not compliant with this state regulation will not be permitted to register for classes or move into the dormitories for the fall term, 2022. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are considered to be a pre-entrance requirement by the Connecticut State Department of Public Health. Please note that the State of Connecticut does not require this vaccine for students who intend to reside on campus and are over the age of twenty-nine.

TB screening The University requires tuberculosis screening for all incoming students who have lived or traveled outside of the United States within the past year.

Hepatitis B series The University recommends that incoming students receive a series of three Hepatitis B vaccinations. Students may consult their health care provider for further information.

Housing and Dining

The Yale Housing Office has dormitory and apartment units available for graduate and professional students. Dormitories are single-occupancy and two-bedroom units of varying sizes and prices. They are located across the campus, from Edward S. Harkness Memorial Hall, serving the medical campus, to Helen Hadley Hall and the newly built 272 Elm Street, serving the central/science campus. Unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families are also available. Family housing is available in Whitehall and Esplanade Apartments. The Housing website (https://housing.yale.edu) is the venue for graduate housing information and includes dates, procedures, facility descriptions, floor plans, and rates. Applications for the new academic year are available beginning April 20 and can be submitted directly from the website with a Yale NetID.

The Yale Housing Office also manages the Off Campus Living listing service (http://offcampusliving.yale.edu; 203.436.9756), which is the exclusive Yale service for providing off-campus rental and sales listings from New Haven landlords. This secure system allows members of the Yale community to search rental listings, review landlord/property ratings, and search for a roommate in the New Haven area. On-campus housing is limited, and members of the community should consider off-campus options. Yale University discourages the use of Craigslist and other third-party nonsecure websites for off-campus housing searches.

The Yale Housing Office is located in Helen Hadley Hall (HHH) at 420 Temple Street and is open from 9 a.m. to 4 p.m., Monday through Friday; 203.432.2167.

Yale Hospitality 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. For up-to-date information on all options, costs, and residential and retail dining locations, visit https://hospitality.yale.edu. Inquiries concerning food services should be addressed to Yale Hospitality, 246 Church Street, PO Box 208261, New Haven CT 06520-8261; email, yale.hospitality@yale.edu; tel, 203.432.0420.

Student Accessibility Services

Student Accessibility Services (SAS) engages in an interactive process with Yale students with disabilities, including graduate and professional school students, to determine reasonable and appropriate accommodations on a case-by-case, course-by-course basis. Students may initiate this process by requesting accommodations through the online registration form available at: https://yale-accommodate.symplicity.com/public_accommodation.

Registration with SAS is kept private, and faculty/staff are notified of approved accommodations on a need-to-know basis only. Students should upload supporting documentation regarding their condition and request for accommodations through the online registration form. SAS's documentation guidelines are available at https://sas.yale.edu/get-started/documentation-guidelines.

SAS collaborates with students, faculty, and staff to coordinate approved academic and residential accommodations. SAS also works with students with sporadic and temporary disabilities as well. At any time during a term, students with a newly diagnosed disability or injury requiring accommodations should register with SAS following the above instructions. More information can be found at https://sas.yale.edu. Contact SAS at sas@yale.edu or at 203.432.2324.

Resources on Sexual Misconduct

Yale University is committed to maintaining and strengthening an educational, working, and living environment founded on mutual respect. Sexual misconduct is antithetical to the standards and ideals of our community, and it is a violation of Yale policy and the disciplinary regulations of Yale College and the graduate and professional schools.

Sexual misconduct incorporates a range of behaviors including sexual assault, sexual harassment, intimate partner violence, stalking, voyeurism, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing a person. Violations of Yale's Policy on Teacher-Student Consensual Relations also constitute sexual misconduct. Sexual activity requires affirmative consent, which is defined as positive, unambiguous, and voluntary agreement to engage in specific sexual activity throughout a sexual encounter.

Yale aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies. In addition to being subject to University disciplinary action, many forms of sexual misconduct are prohibited by

Connecticut and federal law and may lead to civil liability or criminal prosecution. Yale provides a range of services and resources for victims of sexual misconduct. Information on the options for reporting an incident, accommodations and other supportive measures, and policies and definitions may be found at https://smr.yale.edu.

SHARE: INFORMATION, ADVOCACY, AND SUPPORT

55 Lock Street, Lower Level
Appointments and drop-in hours: 9 a.m.–5 p.m., M–F
24/7 hotline: 203.432.2000
https://sharecenter.yale.edu

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available 24/7 via direct hotline, as well as for drop-in hours on weekdays during regular business hours. SHARE is available to members of the Yale community who wish to discuss any current or past experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous if desired. SHARE can provide professional help with medical and health issues (including accompanying individuals to the hospital or the police), as well as ongoing counseling and support. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX coordinators, the Yale Police Department, and other campus resources and can provide assistance with initiating a formal or informal complaint.

If you wish to make use of SHARE's services, you can call the SHARE number (203.432.2000) at any time for a phone consultation or to set up an in-person appointment. You may also drop in on weekdays during regular business hours. Some legal and medical options are time-sensitive, so if you have experienced an assault, we encourage you to call SHARE and/or the Yale Police as soon as possible. Counselors can talk with you over the telephone or meet you in person at Acute Care in the Yale Health Center or at the Yale New Haven Emergency Room. If it is not an acute situation and you would like to contact the SHARE staff during regular business hours, you can contact Jennifer Czincz, the director of SHARE (203.432.0310, jennifer.czincz@yale.edu), Anna Seidner (203.436.8217, anna.seidner@yale.edu), Cristy Cantú (203.432.2610, cristina.cantu@yale.edu), or Freda Grant (freda.grant@yale.edu).

TITLE IX COORDINATORS

203.432.6854
Office hours: 9 a.m.–5 p.m., M–F
https://smr.yale.edu

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Sex discrimination includes sexual harassment, sexual assault, and other forms of sexual misconduct. The University is committed to providing an environment free from discrimination on the basis of sex or gender.

Yale College, the Graduate School of Arts and Sciences, and the professional schools have each designated a deputy Title IX coordinator, who works closely with the University Title IX Office and University Title IX Coordinator, Elizabeth

Conklin. Coordinators respond to and address specific complaints, provide information on and coordinate with the available resources, track and monitor incidents to identify patterns or systemic issues, deliver prevention and educational programming, and address issues relating to gender-based discrimination and sexual misconduct within their respective schools. Coordinators are knowledgeable about, and will provide information on, all options for complaint resolution, and can initiate institutional action when necessary. Discussions with a Title IX coordinator are confidential. In the case of imminent threat to an individual or the community, the coordinator may need to consult with other administrators or take action in the interest of safety. The coordinators also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

UNIVERSITY-WIDE COMMITTEE ON SEXUAL MISCONDUCT

203.432.4449
Office hours: 9 a.m.–5 p.m., M–F
https://uwc.yale.edu

The University-Wide Committee on Sexual Misconduct (UWC) is an internal disciplinary board for complaints of sexual misconduct available to students, faculty, and staff across the University, as described in the committee's procedures. The UWC provides an accessible, representative, and trained body to fairly and expeditiously address formal complaints of sexual misconduct. UWC members can answer inquiries about procedures and the University sexual misconduct policy. The UWC is comprised of faculty, senior administrators, and graduate and professional students drawn from throughout the University. UWC members are trained in the protocols for maintaining confidentiality and observe strict confidentiality with respect to all information they receive about a case.

YALE POLICE DEPARTMENT

101 Ashmun Street
24/7 hotline: 203.432.4400
https://your.yale.edu/community/public-safety/yale-police-department

The Yale Police Department (YPD) operates 24/7 and is comprised of highly trained, professional officers. The YPD can provide information on available victims' assistance services and also has the capacity to perform full criminal investigations. If you wish to speak with Sergeant Kristina Reech, the Sensitive Crimes & Support coordinator, she can be reached at 203.432.9547 during business hours or via email at kristina.reech@yale.edu. Informational sessions are available with the Sensitive Crimes & Support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the University's Title IX coordinators, and various other departments within the University. Talking to the YPD does not commit you to submitting evidence or pressing charges; with few exceptions, all decisions about how to proceed are up to you.

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 cafés, 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 international 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.

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 Avelo Airlines 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 http://livingnh.yale.edu and www.newhavenct.gov.

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.

Arcus Scholarship Fund (2010). Established by Jon Stryker to support student scholarships in the School of Architecture.

Diana Balmori Professorship (2018). Established by Cesar Pelli, dean of the School of Architecture from 1977 until 1984, in memory of landscape architect Diana Balmori, who was a longtime faculty member at the Yale School of Architecture in addition to her robust landscape architecture practice, to support a professorship in the field of landscape.

The Edward P. Bass Distinguished Visiting Architecture Fellowship Fund (2004). Established by Edward P. Bass (B.S. 1968, Arch. 1972) 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.

Edward P. Bass Fellows in Architecture Fund (2015). Established by Edward P. Bass (B.S. 1968, Arch. 1972) to support a graduate student exchange program between the School of Architecture and the University of Cambridge Department of Architecture.

Edward P. Bass Rome Seminar Fund (2016). Established by Edward P. Bass (B.S. 1968, Arch. 1972) to designate and support the Robert A.M. Stern Rome summer drawing seminar or similar programs of the School in the future. The seminar is named in honor of Robert A.M. Stern (M.Arch. 1965), dean of the School of Architecture from 1998 until 2016.

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
Thomas de Monchaux, Spring 2011
Adrian Benepe, Spring 2012
Preston Scott Cohen, Timur Galen, and Nader Tehrani, Fall 2013
Sean Keller, Spring 2014
Gregg Pasquarelli, Fall 2014
Saskia Sassen, Fall 2015
Sergio Muñoz Sarmiento, Fall 2016
V. Mitch McEwen, Fall 2017
Francesco Casetti, Fall 2018
Ronald Rael and Virginia San Fratello, Fall 2020
Cruz García and Nathalie Frankowski, Fall 2021

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 (2018). 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.

Kent Bloomer Scholarship Fund (2019). Established by Robert "Buzz" Yudell (B.A. 1969, M.Arch. 1973), Christine "Tina" Beebe (M.F.A. 1974), Stephen W. Harby (B.A. 1976, M.Arch. 1980), and friends in honor of Kent Bloomer (M.F.A. 1959), longtime faculty member, to endow a scholarship fund for the benefit of one or more deserving students.

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.

John Carrafiell Endowed Scholarship (2017). Established by John Carrafiell (B.A. 1987) to provide special scholarships for deserving students within the Yale School of Architecture who qualify for need-based financial aid.

Centerbrook Architects Fund for the Study of Craft (2010). Established by Jefferson B. Riley (M.Arch. 1972), Mark Simon (M.Arch. 1972), Chad Floyd (B.A. 1966, M.Arch. 1973), and James C. Childress to provide support to train Yale graduate students of architecture to make things by hand, especially those where the hand of the craftsman is evidenced.

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.

Dean's Scholarship Fund (2017). Initiated by Dean Deborah Berke with gifts from various Dean's Council members, alumni, and friends of the School to provide financial aid and/or merit scholarships for deserving students at the School of 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 Professorship (2020). Established by bequest of Enid Storm Dwyer to endow a professorship at the Yale School of Architecture.

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.

Beatrix Farrand Fund (2019). Established by anonymous bequest in memory of Beatrix Farrand, Yale University's landscape architect from 1922 to 1945, to support teaching and research in the field of landscape architecture.

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
Daniel Gregory Markiewicz and Ryan Welch, 2011
Amir Mikhaeil, 2012
Christina Argyrou, 2013
Bryan Andrew Maddock, 2014
Kara Marie Biczykowski, 2015
Luke Alan Anderson, 2016
Istvan van Vianen and Minquan Wang, 2017
Jack Lipson, 2018
Ryan Thomas Hughes, 2019
Camille Chabrol, Thomas Patrick Friesen Mahon, and Alexandra Louise Pineda Jongeward, 2020
Araceli Lopez, 2021
Isabel Li, Sally S. Chen, and Hannah Mayer Baydoun, 2022

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

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

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.

Frank Gehry Scholarship Fund (2018). Established by Richard D. Cohen in honor of architect Frank Gehry, who has been a visiting professor at the Yale School of Architecture throughout his career, to support fellowships in each incoming class for the duration of their studies.

Harvey Geiger Fund for Undergraduate Travel and Research in Architecture (2013). Established by Harvey R. Geiger (B.A. 1964, M.C.P. 1969, M.Arch. 1969) to support travel and research for undergraduates majoring in Architecture.

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
Nasser Rabbat, Spring 2011
Kenneth Frampton, Fall 2011
Joel Kotkin, Fall 2011
Mary Ann Caws, Jean-Louis Cohen, Beatriz Colomina, Peter Eisenman, Mark Jarzombek, and Kevin Repp, Fall 2012
Sylvia Lavin, Fall 2013
Paola Antonelli, Charles Jencks, Greg Lynn, Frédéric Migayrou, Alejandro Zaera-Polo, Spring 2014
Justin McGuirk, Fall 2014
Peter Sloterdijk, Fall 2015
Anthony Vidler, Spring 2016
Łukasz Stanek, Fall 2016
Blair Kamin, Fall 2017
Christopher Hawthorne, Fall 2018

Alexandra Lange, Fall 2019
Kate Wagner, Fall 2020
Joshua Jelly-Schapiro, Spring 2022

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.

Austin Kelly Scholarship Fund (2018). Established by Judith McBrien, Steven Harris, and friends in memory of Austin Kelly (M.Arch. 1993) to support student scholarships.

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 Exhibitions Fund (2016). Established by Robert A.M. Stern (M.Arch. 1965), dean of the School of Architecture from 1998 until 2016, in honor of Fred Koetter, dean of the School of Architecture from 1993 until 1998.

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.

Kenneth S. Kuchin Scholarship Fund (2010). Established by Kenneth S. Kuchin to support student scholarships in the 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
Walter Hood, Fall 2008
Elizabeth Meyer, Spring 2010
Kristina Hill, Spring 2011
Charles Waldheim, Spring 2012
Thaisa Way, Spring 2013
Anette Freytag, Spring 2014
Eelco Hooftman, Spring 2015
Stig Andersson, Spring 2016
Mikyoung Kim, Spring 2017
Luis Callejais, Spring 2018
Sou Fujimoto, Spring 2019
Margie Ruddick, Spring 2020
Kate Orff, Fall 2007 and Spring 2021
Douglas Spencer, Spring 2022

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.

Lin Art/Architecture Scholarship Fund (2011). Established by Maya Y. Lin (B.A. 1981, M.Arch. 1986, D.F.A.H. 1987) to support student scholarships in the School of Architecture.

Raymond Liston Scholarship Fund (2019). Established as a bequest of Raymond Liston (M.Arch. 1960) to support student scholarships.

M.J. Long Scholarship (2020). Established by bequest of M.J. Long (M.Arch. 1964) to provide scholarships to students within the Yale School of Architecture.

William E. and Gertrude B. Lowry Class of 1947 Scholarship Fund (2016). Established by the bequest of Gertrude B. Lowry, widow of William E. Lowry (B.A. 1947, M.Arch. 1950), to support student scholarships in the School of Architecture.

Anne Kriken Mann Hand Drawing Fund (2014). Established by Anne Kriken Mann to support instruction in hand drawing in the School of Architecture.

Anne Kriken Mann Scholarship Fund (2016). Established by Anne Kriken Mann to support student scholarships in the School of Architecture.

Gerald A. Marshall Scholarship (2020). Established by David M. Schwarz and friends in memory Gerald A. Marshall to provide financial aid to students within the Yale School of Architecture.

Michael Marshall Scholarship Fund (2021). Established by Michael Marshall (M.Arch 1984) to provide financial aid for one or more students in the School of Architecture.

Elisabeth Nan Martin and Michael Coleman Duddy School of Architecture Scholarship Fund (2015). Established by Elisabeth Nan Martin (M.Arch. 1983) and Michael Coleman Duddy (M.Arch. 1985) to support 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.

Ann and Gilbert Maurer Scholarship Fund (2016). Established by Ann and Gilbert Maurer to support student scholarships in the School of Architecture.

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.

J. Irwin Miller Endowment (2010). Established by William I. Miller (B.A. 1978), Catherine G. Miller, Elizabeth G. Miller, and Margaret I. Miller (M.A. 1968) in memory of their father, J. Irwin Miller (B.A. 1931), to support an annual J. Irwin Miller Symposium in the School of Architecture.

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.

Russell P. Morse Scholarship Fund (2017). Established by Russell P. Morse (B.F.A. 1940) to support worthy and needy students in the School of Architecture.

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
Can Vu Bui, 2011
Thomas Matthew Rolles Fryer, 2011
Gary Leggett, 2012
Ivan Farr, 2013
John Blakely Wolfe, 2014
Andrew John Sternad, 2015
Cathryn Garcia-Menocal, 2016
Ian Cameron Donaldson, 2017
Miguel Sanchez-Enkerlin, 2018
Melissa Kendall Weigel, 2018
Gioia Connell, 2019
Ife Adepegba, 2020
Audrey Fisher and Christina Zhang, 2021
Sosa Erhabor and Joshua Greene, 2022

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.

Ng Chi Sing Scholarship Fund (2012). Established by Louis Ng, parent of Rafael Ng (M.Arch. 2013), to support student scholarships in the School of Architecture, with first preference for students from Hong Kong and Macau, and second preference for students from Asia.

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.

Bradley Nitkin Scholarship Fund (2017). Established by Helen Nitkin in memory of Bradley Nitkin (B.A. 1969) to provide financial aid for students at the School of Architecture.

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 Dean's Resource Fund (2011). Established by Jon Pickard (M.Arch. 1979) and William D. Chilton, founding partners of the architectural firm Pickard Chilton, to support the priorities of the School of Architecture, with a preference for the fabrication and installation of exhibitions.

Pickard Chilton Fellowship Fund (2006). Established by Jon Pickard (M.Arch. 1979) and William D. Chilton, founding partners of the architectural firm Pickard Chilton, 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 for Urban Studies at Yale (2011). Established by a gift from the Rice Family Foundation to support a permanent faculty position of leadership for Yale University's urban studies initiative.

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.

Carol Ann Rinehart Scholarship Fund (2014). Established by the bequest of Carol Ann Rinehart to support student scholarships in the School of Architecture for students who best exemplify courage and high moral purpose, and who demonstrate promise in their chosen field.

Monica C. Robinson Scholarship Fund (2018). Established in honor of Monica C. Robinson by family, friends, and colleagues to support student scholarships.

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
Thomas Y. Levin, Spring 2011
Neil Smith, Spring 2012
Sven-Olov Wallenstein, Spring 2013
Trevor Paglen, Spring 2014
Douglas Rushkoff, Spring 2015
Elizabeth Danze, Fall 2015
Elaine Scarry, Fall 2016
Karsten Harries, Spring 2017

Liam Young, Spring 2018
Ananya Roy, Spring 2019
Wendy Chun, Spring 2020

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.

Marshall Ruben and Carolyn Greenspan Scholarship Fund (2016). Established by Marshall Ruben (B.A. 1982) and Carolyn Greenspan to support student scholarships in the School of Architecture.

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
Robert Maxwell, Fall 2010
Stanley Tigerman, Fall 2011
François Roche, Spring 2012
Brigitte Shim, Fall 2012

Wang Shu, Spring 2013
Philippe Rahm, Fall 2013
Jeanne Gang, Spring 2015
Hashim Sarkis, Fall 2015
Francine Houben, Spring 2016
Allison Williams, Fall 2016
Róisín Heneghan and Shih-Fu Peng, Spring 2018
Julie Snow, Fall 2018
Marcio Kogan and Gabriel Kogan, Fall 2019

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
Edward Glaeser, Spring 2012
Dr. Richard Jackson, Fall 2012
Toni L. Griffin, Fall 2013
Sarah Herda, Spring 2015
Justin Hollander, Spring 2016
Andrew Altman, Fall 2016
Justin Garrett Moore, Spring 2018
Anab Jain, Fall 2018

Sam's Fund (2006). Established by Susan Mead in honor of her grandson, Sam Roane, to support student scholarships in the School of Architecture.

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.

Sonia Albert Schimberg Scholarship Fund (2021). Established by Carla Cicero and Anne Weisberg in honor of their mother Sonia Albert Schimberg (M.Arch 1950) to provide financial aid for one or more students in the School of Architecture.

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
Hanif Kara, Spring 2011
William Baker, Spring 2012
Robert Davidson, Spring 2013
Jim Eyre, Spring 2014
Steve Burrows, Spring 2015
Eugene Kohn, Spring 2016
Elizabeth Plater-Zyberk, Spring 2017
Julie Eizenberg, Spring 2018
Timur Galen and Phillip G. Bernstein, Spring 2019
Liz Diller, Spring 2022

Lynda Spence and Robert Mittelstadt Scholarship Fund (2019). Established by bequest of Lynda Spence, wife of Robert Mittelstadt (M.Arch. 1964) to provide financial aid to students within the Yale School of Architecture.

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 designs projects that bring together both the study of structural engineering and its design implications.

Robert A.M. Stern Exhibitions Fund (2012). Established by Robert A.M. Stern (M.Arch. 1965), dean of the School of Architecture from 1998 until 2016, to support expenses associated with School of Architecture exhibitions in the School of Architecture's Exhibition Gallery.

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 from 1998 until 2016 at the School of Architecture. This fund supports School exhibitions, publications, and other efforts to heighten awareness of architecture.

Robert A.M. Stern Visiting Professorship in Classical Architecture Fund (2009). Honoring Robert A.M. Stern (M.Arch. 1965), dean of the School of Architecture from 1998 until 2016, this fund was established by Robert Rosenkranz (B.A. 1962), Alexandra Munroe, and friends and colleagues of Robert A.M. Stern. This fund supports a professorship that reflects the tenets of Classical 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.

Tang Family Scholarship Fund (2014). Established by Oscar Tang (B.E. 1960); his wife, Hsin-Mei Agnes Hsu; and his daughter, Dana Tang (M.Arch. 1995), to support student scholarships in the School of Architecture for students from China, Hong Kong, Macau, and Taiwan.

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.

Billie Tsien Scholarship Fund (2021). Established by Billie Tsien (B.A. 1971) to provide financial aid for one or more students in the School of Architecture.

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.

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.

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
Daniel Gregory Markiewicz, 2011
Miroslava Brooks, 2012
Sarah Frances Gill, 2013
Kathleen Bridget Stranix, 2014
Karolina Maria Czeczek, 2015
Vittorio F. Lovato, 2016
Heather Jean Bizon, 2017
Claire Louise Haugh, 2018
Sharmin Yezdi Bhagwagar, 2019
Ryan Thomas Hughes, 2019
Rhea Isobel Schmid, 2020
Jerome John Tryon, 2020
Rebecca Commissaris, 2021

Leyi Zhang, 2021
Samar Halloum, 2022
Janelle Schmidt, 2022

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 Quatrale, 1990
Robert Schultz, 1991
Gitta Robinson, 1992
John Bertram, 1993
Michael Benjamin Levy, 1994
Steven Andrew Roberts, 1995
Victor Agran, 1996
Dean Sakamoto, 1997
Kara J. Bartelt, 1998
Cara M. Cragan, 1999
Katharine Stevens, 2000
Victoria Partridge, 2001
Jonathan Toews, 2002
Elicia Keebler, 2003
Jonah C. Gamblin, 2004
Frederick C. Scharmen, 2005
Elisa S.Y. Lui, 2006
Maria Claudia Melniciuc, 2007
Garrett Thomas Omoto, 2007
Catherine E. Anderson, 2008
Matthew A. Roman, 2008
Andrew Ashey, 2009
Matthew Aaron Zych, 2010
Miroslava Brooks, 2011
Christina Argyrou, 2012
Kathleen Bridget Stranix, 2013
Belinda Lee, 2014
Anne Wing Yan Ma, 2015
Margaret Jau-ming Tsang, 2016
David Alston Langdon, 2017
Samuel David Bruce, 2018

Menglan Li, 2018
Rhea Schmid, 2019
Rachel Mulder, 2020
Diana Smiljkovic, 2021
Tiana Kimball, 2022

George Morris Woodruff, Class of 1857, Memorial Lecture in Architecture (2010). Established by H. Allen Brooks (M.A. 1955) to support a lecture in architecture. The following persons have delivered a George Morris Woodruff, Class of 1857, Memorial Lecture:

Eve Blau, Spring 2012
Kurt W. Forster, Spring 2013
Barry Bergdoll, Fall 2013
Kay Bea Jones, Fall 2014
Anthony Vidler, Spring 2015
Kathleen James-Chakraborty, Fall 2015
Maria Gough, Spring 2017
Zeynep Çelik Alexander, Fall 2017
Esra Akcan, Spring 2019
Lizabeth Cohen, Spring 2020
Sarah Lewis, Spring 2021
Amber Wiley, Spring 2022

Professor King-lui Wu Scholarship Fund (2011). Established by Pei-Tse "Loli" Wu (B.A. 1989) and Vivian Kuan, King-lui Wu's son and daughter-in-law, to support student scholarships in the School of Architecture.

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
Sunil Bald, 2011
Deborah Berke, 2012
Peter de Bretteville, 2013
Emmanuel Petit, 2014
Adam Hopfner, 2015
George Knight, 2015
Trattie Davies, 2016
Kyle Dugdale, 2016
Emily Abruzzo, 2017
Miroslava Brooks, 2018

Michael Surry Schlabs, 2019
Elihu Rubin, 2020
Nikole Bouchard, 2021
Anthony Acciavatti, 2022

WXY Studio Scholarship Fund (2021). Established by Claire Weisz (M.Arch 1989) to provide financial aid for one or more students in the School of Architecture.

SCHOOL OF ARCHITECTURE STUDENTS

DEGREES CONFERRED, 2021

Master of Architecture
Vicky Achnani
Lillian Agutu
Isa M. Akerfeldt-Howard
Claudia Ansorena
Elizabeth Adare Brown
Claudia Hanson Carle
Lauren R. Carmona
Jiajun Cheng
Colin Douglas Chudyk
Catherine Elizabeth Colford
Rosa Elinor Congdon
Stav Dror
Lindsay Martine Duddy
Audrey Tseng Fischer
Paul Kieran Freudenburg
Yi Gu
Samar ATA A. J. Halloum
Vignesh Hari Krishnan
Claire B. Hicks
Yatong Hou
Audrey Margaret Hughes
Suhyun Jang
Yushan Jiang
Morgan Anna Kerber
Jessica J. Kim
Zhanna Kitbalyan
Caroline Suzanne Kraska
Hye Min Lee
Mingxi Li
Shiqi Li
Yidong Li
Elise Madeleine Barker Limon
Ingrid Yin Liu
Yuyang Liu
Perihan Selin MacDonald
Sydney Rose Maubert
Hannah Rose Mayer Baydoun
Paul Philipp Meuser
Jesus Abraham Mora-Valle
Meghna Mudaliar
Gustav Kjær Vad Nielsen

Brian Christopher Orser
Dominiq Nana Osei Kwabena Oti
Jingyuan Qiu
Mingyang Qu
Jack Rusk
Serge Saab
Saba Salekfard
Takuomi Samejima
Abigail L. Sandler
Janelle Lynn Schmidt
Heather Mary Schneider
Steven J. Sculco
David Andrew Mills Scurry
Levi Shaw-Faber
Yuyi Shen
Diana Smiljkovic
Andrew P. Spiller
Kevin Alexander Steffes
Taiga Taba
Joshua Seh Kiat Tan
Hao Tang
Yang Tian
Rachael Tsai
Tianyue Wang
Timothy Chum-Hin Wong
Ronghui Wu
Peng Ye
Yang Yue
Young Joon Yun
Yuyi Zhou

Master of Environmental Design
Tianyi Hang
Alexandra Paige Klein
Devi Nayar
Mila Tenzin Samdub

AWARDS

The following awards were made in the academic year 2021–2022. The date each award was established is shown in parentheses.

Award

Professor King-lui Wu Teaching Award (2006). Awarded each year to a faculty member who combines architectural practice with outstanding teaching. Recipients are selected by the vote of graduating students. Awarded to Anthony Acciavatti.

Fellowships

William Wirt Winchester Traveling Fellowship (1895). Awarded each year to the graduating students in architecture whose academic performance has been consistently at the highest level, who have displayed the most promise and potential for a future professional role, and who have 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 Samar Halloum and Janelle Schmidt.

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 Tiana Kimball.

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 ideas in written and verbal form. Awarded to Joshua Greene and Sosa Erhabor.

David M. Schwarz/Architectural Services Good Times Award (2000). Awarded to a graduating student for travel in Europe. Awarded to Saba Salekfard.

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 Katie Colford.

Alpha Rho Chi Medal (1914). Awarded each year to that graduating student who has shown an ability for leadership, performed willing service for the school and department, and given promise of real professional merit through attitude and personality. Awarded to Rachael Tsai.

William Edward Parsons Memorial Medal (1941). Presented annually to members of the graduating class who have done distinctive work and demonstrated the greatest professional promise in the area of city planning. Awarded to Elise Barker Limon.

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. Isabel Li, Sally S. Chen and Hannah Meyer Baydoun.

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 Ana Batlle.

Sonia Albert Schimberg Prize (1981). Awarded to a graduating woman student for outstanding academic performance. Awarded to Devi Nayar.

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 Lauren Carmona.

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

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 architectural ideas with a strong personal graphic style of presentation. Awarded to Meghna Mudaliar.

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

David Taylor Memorial Prize (1996). Awarded to a graduating student who has shown promise or demonstrated interest in architectural criticism. Awarded to Mila Samdub and Theodossios Issaias.

Internships

Takenaka Corporation Summer Internship (1987). Not awarded in 2021–2022.

David M. Schwarz/Architectural Services Summer Internship and Traveling Fellowship (2000). Not awarded in 2021–2022.

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 visit https://admissions.yale.edu, email student.questions@yale.edu, or call 203.432.9300. Postal correspondence should be directed to Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234.

Graduate School of Arts and Sciences Est. 1847. Courses for college graduates. Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please visit https://gsas.yale.edu, email graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208236, New Haven CT 06520-8236.

School of Medicine Est. 1810. 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. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program and the Physician Assistant Online Program.

For additional information, please visit https://medicine.yale.edu/edu, email medical.admissions@yale.edu, or call the Office of Admissions at 203.785.2643. Postal correspondence should be directed to Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510.

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 visit https://divinity.yale.edu, email div.admissions@yale.edu, or call the Admissions Office at 203.432.5360. Postal correspondence should be directed to Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511.

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please visit https://law.yale.edu, email admissions.law@yale.edu, or call the Admissions Office at 203.432.4995. Postal correspondence should be directed to Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. For additional information, please visit https://law.yale.edu, email gradpro.law@yale.edu, or call the Graduate Programs Office at 203.432.1696. Postal correspondence should be directed to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

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

For additional information, please visit https://seas.yale.edu, email grad.engineering@yale.edu, or call 203.432.4252. Postal correspondence should be directed to Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208292, New Haven CT 06520-8292.

School of Art Est. 1869. Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please visit http://art.yale.edu, email artschool.info@yale.edu, or call the Office of Academic Administration at 203.432.2600. Postal correspondence should be directed to Office of Academic Administration, Yale School of Art, PO Box 208339, New Haven CT 06520-8339.

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

For additional information, please visit https://music.yale.edu, email gradmusic.admissions@yale.edu, or call the Office of Admissions at 203.432.4155. Postal correspondence should be directed to Yale School of Music, PO Box 208246, New Haven CT 06520-8246.

School of the Environment 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 visit https://environment.yale.edu, email admissions.yse@yale.edu, or call the Office of Admissions at 800.825.0330. Postal correspondence should be directed to Office of Admissions, Yale School of the Environment, 300 Prospect Street, New Haven CT 06511.

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 visit https://publichealth.yale.edu, email ysph.admissions@yale.edu, or call the Admissions Office at 203.785.2844.

School of Architecture Est. 1916. Courses for college graduates. Professional and post-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 visit https://www.architecture.yale.edu, email gradarch.admissions@yale.edu, or call 203.432.2296. Postal correspondence should be directed to Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242.

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate (P.M.C.), Doctor of Nursing Practice (D.N.P.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit https://nursing.yale.edu or call 203.785.2389. Postal correspondence should be directed to Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-0972.

David Geffen School of Drama Est. 1925. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, Doctor of Fine Arts (D.F.A.).

For additional information, please visit https://drama.yale.edu, email dgsd.admissions@yale.edu, or call the Registrar/Admissions Office at 203.432.1507. Postal correspondence should be directed to David Geffen School of Drama at Yale University, PO Box 208325, New Haven CT 06520-8325.

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

For additional information, please visit https://som.yale.edu. Postal correspondence should be directed to Yale School of Management, PO Box 208200, New Haven CT 06520-8200.

Jackson School of Global Affairs Est. 2022. Courses for college graduates. Master in Public Policy (M.P.P.) and Master of Advanced Study (M.A.S.).

For additional information, please visit https://jackson.yale.edu, email jackson.admissions@yale.edu, or call 203.432.6253.

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 Avelo Airlines. From Tweed-New Haven Airport, take a taxi (M7 taxi, 203.777.7777) to 180 York Street (corner of York and Chapel streets). From New York City airports (Kennedy, LaGuardia, and Newark) and Hartford airport (Bradley), take Go Airport Shuttle (www.2theairport.com) to the Study at Yale and walk to 180 York Street; or take Connecticut Limousine Service (https://ctlimo.com) to its New Haven terminal and then take a taxi to 180 York Street.

BY TRAIN

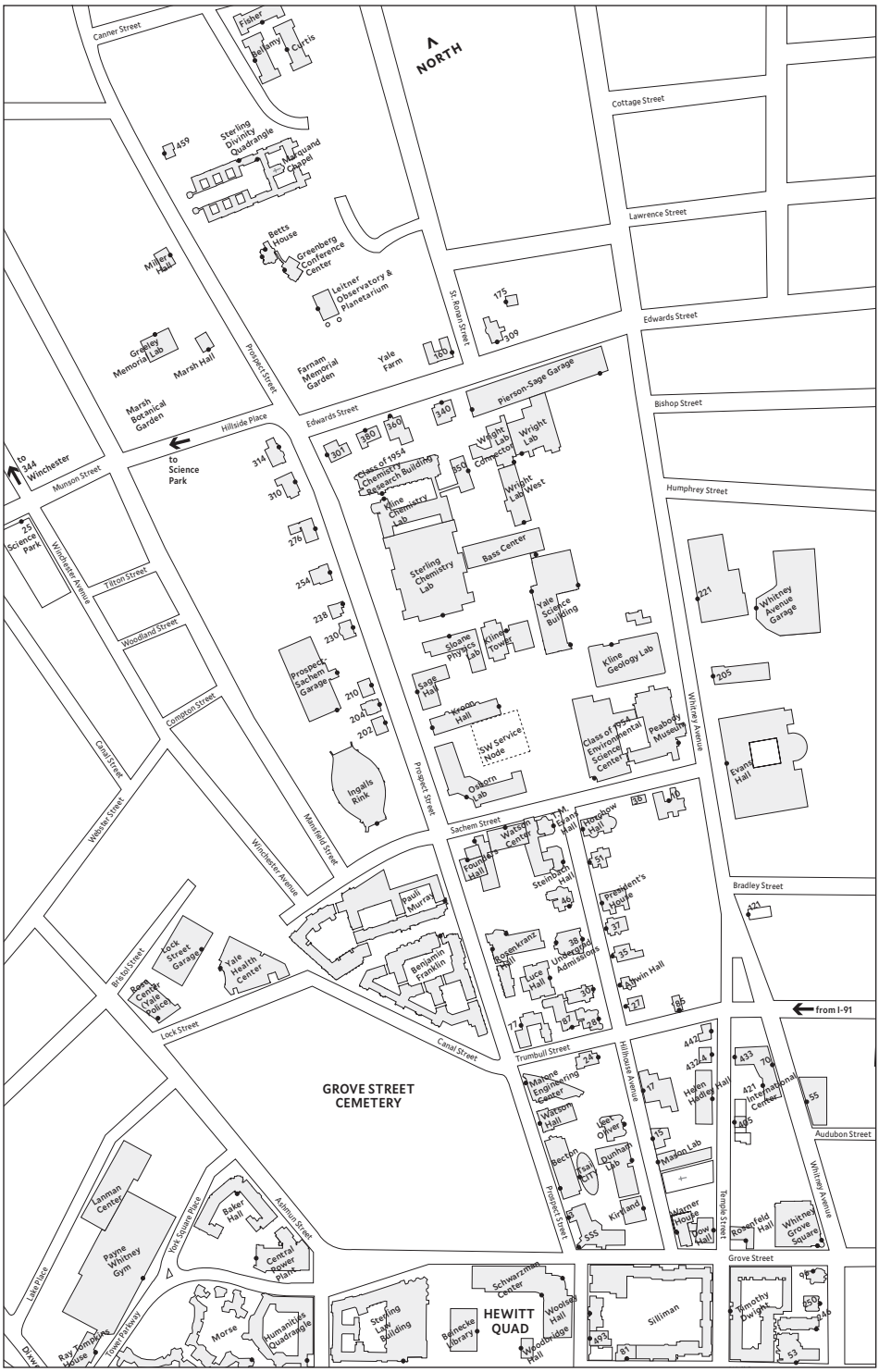
Take Amtrak or Metro-North to New Haven. From the New Haven train station take a taxi to 180 York Street.

BY CAR

Interstate 95 (from New York or Boston)
Take Downtown New Haven Exit 47 (Route 34). Proceed to Exit 1 (North Frontage Road). At the third 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 1 (North Frontage Road). Continue as above.

YALE UNIVERSITY CAMPUS NORTH



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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER

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The University is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and protected veterans. Additionally, in accordance with Yale's Policy Against Discrimination and Harassment, 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; sexual orientation; gender identity or expression; race; color; national or ethnic origin; religion; age; disability; or status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran. Inquiries concerning these policies may be referred to the Office of Institutional Equity and Access, 203.432.0849; equity@yale.edu. For additional information, please visit https://oiea.yale.edu.

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the university's Title IX coordinator, Elizabeth Conklin, at 203.432.6854 or at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, Five Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, TDD 800.877.8339, or ocr.boston@ed.gov. For additional information, including information on Yale's sexual misconduct policies and a list of resources available to Yale community members with concerns about sexual misconduct, please visit https://smr.yale.edu.

In accordance with federal and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years' worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Yale Police Department at 203.432.4400, the University will provide this information to any applicant for admission, or to prospective students and employees. The report is also posted on Yale's Public Safety website; please visit http://your.yale.edu/community/public-safety.

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. The Equity in Athletics Disclosure Act (EADA) report is also available online at http://ope.ed.gov/athletics.

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