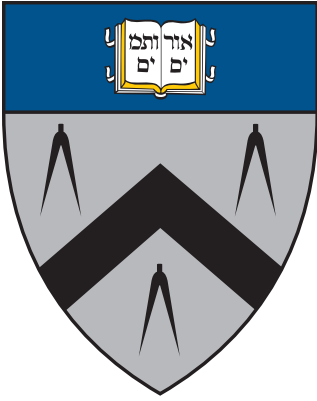


# School of Architecture

## 2024–2025



BULLETIN OF YALE UNIVERSITY

*Series 120 Number 10 August 5, 2024*

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Managing Editor: Kimberly M. Goff-Crews  
Editor: Steve Aitken  
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*Inquiries*

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

*Website*

<https://www.architecture.yale.edu>

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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	23
History and Objectives of the School	24
Master of Architecture I Degree Program	27
Master of Architecture II Degree Program	32
Master of Environmental Design Degree Program	35
Doctor of Philosophy Program	38
Fields of Study	38
History and Theory Track	38
Ecosystems in Architectural Sciences Track	40
Master's Degree	45
Required Courses	46
Joint-Degree Programs and Undergraduate Studies	47
Joint-Degree Programs	47
Undergraduate Studies	51
Study Areas and Course Descriptions	55
Design and Visualization	55
Technology and Practice	63
History and Theory	69
Urbanism and Landscape	76
Admissions	82
General Admission Requirements	82
M.Arch. I: Three-Year Program Admission Requirements	82
M.Arch. II: Two-Year Program Admission Requirements	83
M.E.D. Program Admission Requirements	83
Application Process: M.Arch. and M.E.D. Programs	83
Tuition	87
Total Cost of Education	87
Student Accounts and Billing	87
Tuition Rebate and Refund Policy	89
Interruption or Temporary Suspension of University Services or Programs	90
Financial Assistance for the Master's Programs	91
International Students	97
Life at the School of Architecture	100
Lectures	100
Symposia	101
Exhibitions	102
Publications	103
Yale Urban Design Workshop	104
Student Organizations	105

Facilities	106
Academic Regulations	107
General Regulations	111
Committee Structure	112
Freedom of Expression	113
Yale University Resources and Services	114
A Global University	114
Yale University Library	115
Cultural and Athletic Resources	115
Identification Cards	117
Health Services	117
Graduate Housing	122
Student Accessibility Services	123
Resources to Address Discrimination, Harassment, and Sexual Misconduct	123
Life in New Haven	126
Endowment Funds	127
School of Architecture Students	150
Awards	153
The Work of Yale University	155
Campus Map	158

# CALENDAR

## FALL 2024

July 15	M	Incoming first-year M.Arch. I 1000c classes begin, 9 a.m.
Aug. 5	M	Incoming first-year M.Arch. II 1062c classes begin, 9 a.m.
Aug. 12	M	Course waiver, substitution, and 21-credit forms due, 4 p.m.
Aug. 16	F	1000c classes end, 5:20 p.m.
Aug. 19	M	Shop orientation for incoming students begins, 9 a.m. Serlio registration opens, 9 a.m.
Aug. 22	TH	Serlio registration closes for students, 4 p.m.
Aug. 23	F	1062c classes end, 5:20 p.m.
Aug. 28	W	Shop training for incoming students ends Core III-studio lottery, 9 a.m. Course add/drop opens 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. 29	TH	Registration for all students begins, 9 a.m. Advanced-studio lottery, 11 a.m. Fall-term studio classes begin, 2 p.m. Course add/drop period opens
Aug. 30	F	Fall-term non-studio classes begin, 8:30 a.m. Friday classes do not meet; Monday classes meet instead
Sept. 2	M	Labor Day; classes do not meet
Sept. 13	F	Last opportunity for students to add courses, 4 p.m.
Sept. 28	SA	Advanced-studio travel period begins
Oct. 6	SU	Advanced-studio travel period ends
Oct. 7	M	Seminar make-up day; advanced studios do not meet
Oct. 18	F	Last opportunity to drop courses without grade of Withdraw, 4 p.m.
Oct. 21–25	M–F	Midterm week
Oct. 31	TH	Visitor Day for prospective students
Nov. 5	T	Last date to submit spring 2025 independent-study requests, 4 p.m.
Nov. 8	F	Summer travel lottery
Nov. 22	F	Fall recess begins, 5:20 p.m.
Dec. 2	M	Classes resume, 8:30 a.m.
Dec. 6	F	Fall-term classes end, 5:20 p.m.
Dec. 9–13	M–F	Design Studio jury week
Dec. 16–20	M–F	Non-studio-course examination period
Dec. 20	F	Winter recess begins, 5:20 p.m.
Dec. 30	M	Serlio registration opens for students, 9 a.m.

## SPRING 2025

Jan. 2	TH	Closing date for applications for admission in 2024 Portfolios due for those required, 9:00 a.m. Serlio registration closes for students, 4:00 p.m.
Jan. 8	W	Core IV-studio lottery, 9 a.m.

Jan. 9	TH	Registration for all students begins, 9 a.m. Advanced-studio lottery, 11 a.m. Spring-term studio classes begin, 2 p.m.
Jan. 10	F	Spring-term non-studio classes begin, 8:30 a.m. Friday classes do not meet; Monday classes meet instead
Jan. 17	F	Last opportunity to add courses, 4 p.m.
Jan. 20	M	Martin Luther King, Jr. Day; classes do not meet
Feb. 8	SA	Advanced-studio travel period begins
Feb. 16	SU	Advanced-studio travel period ends
Feb. 17	M	Seminar make-up day. Advanced studios do not meet.
Feb. 24–25	M–T	Career Fair and reception
Mar. 3	M	Last opportunity to drop courses without grade of Withdraw, 4 p.m.
Mar. 3–7	M–F	Midterm week
Mar. 7	F	Spring recess begins, 5:20 p.m.
Mar. 24	M	Classes resume, 8:30 a.m.
Apr. 3	TH	Open House for accepted applicants
Apr. 4	F	Last date to submit Fall independent-study requests, 4 p.m.
Apr. 18	F	Staff holiday. Offices closed.
Apr. 25	F	Summer Visualization and Computation lottery Last opportunity to drop courses with grade of Withdraw, 4 p.m. Spring-term classes end, 5:20 p.m.
Apr. 28– May 2	M–F	Design-studio jury week
May 5	M	2017c, Building Project II, begins for first-year M.Arch. I students
May 5–8	M–TH	Non-studio final examination period, except for 2022b
May 9	F	Final examination period for 2022b
May 12	M	1019c classes begin for first-year M.Arch. I students, 9:30 a.m.
May 19	M	University Commencement
June 27	F	M.Arch. I first-year 1019c and 2017c classes end, 5:20 p.m.



# THE PRESIDENT AND FELLOWS OF YALE UNIVERSITY

## **President**

Maurie McInnis, B.A., M.A., Ph.D.

## **Fellows**

Joshua Bekenstein, B.A., M.B.A., Wayland, Massachusetts (*June 2025*)

Gina Rosselli Boswell, B.S., M.B.A., Vero Beach, Florida (*June 2029*)

Michael James Cavanagh, B.A., J.D., Philadelphia, Pennsylvania (*June 2026*)

Maryana Iskander, B.A., M.Sc., J.D., Round Rock, Texas (*June 2029*)

William Earl Kennard, B.A., J.D., Charleston, South Carolina (*June 2026*)

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*)

Felicia Norwood, B.A., M.A., J.D., Indianapolis, Indiana (*June 2030*)

Joshua Linder Steiner, B.A., M.St., New York, New York (*June 2030*)

David Li Ming Sze, B.A., M.B.A., Hillsborough, California (*June 2030*)

Marta Lourdes Tellado, B.A., Ph.D., New York, New York (*June 2028*)

David Anthony Thomas, B.A., M.A., M.A., Ph.D., Atlanta, Georgia (*June 2027*)

Neal Steven Wolin, B.A., M.Sc., J.D., Washington, D.C. (*June 2029*)

His Excellency the Governor of Connecticut, *ex officio*

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

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Maurie McInnis, B.A., M.A., Ph.D.

**Provost**

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**Secretary and Vice President for University Life**

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**Senior Vice President for Operations**

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**Senior Vice President for Institutional Affairs and General Counsel**

Alexander Edward Dreier, A.B., M.A., J.D.

**Vice President for Finance and Chief Financial Officer**

Stephen Charles Murphy, B.A.

**Vice President for Alumni Affairs and Development**

Joan Elizabeth O'Neill, B.A.

**Vice President for Human Resources**

John Whelan, B.A., J.D.

**Vice President for Facilities, Campus Development, and Sustainability**

Jack Michael Bellamy, B.S., M.S.

**Vice President for Information Technology and Campus Services**

John Barden, B.A., M.B.A.

**Vice President for Communications**

Renee Kopkowski, B.A.

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Deborah Berke, B.Arch., M.Arch., M.U.P., Dean  
Sunil Bald, B.A., M.Arch., Associate Dean  
Phillip G. Bernstein, B.A., M.Arch., Associate Dean  
Nadine Koobatian, B.A., J.D., Assistant Dean  
Bimal Mendis, B.A., M.Arch., Assistant Dean  
Eeva-Liisa Pelkonen, M.Arch., M.E.D., Ph.D., Assistant Dean

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

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Sunil Bald, B.A., M.Arch., Professor Adjunct  
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Islamic Art and Architecture

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Design

Jean Pierre Crousse, Charles Gwathmey Professor in Practice

Rodrigo da Costa Lima, William Henry Bishop Visiting Professor of Architectural  
Design

Issa Diabaté, Edward P. Bass Distinguished Visiting Architecture Fellow

Ana María Durán Calisto, Daniel Rose (1951) Visiting Assistant Professor

Francesca Hughes, Vincent Scully Visiting Professor of Architectural History

Francis Kéré, William B. and Charlotte Shepherd Davenport Visiting Professor of  
Architectural Design

Anupama Kundoo, Norman R. Foster Visiting Professor of Architectural Design

Dominic Leong, Louis I. Kahn Visiting Assistant Professor of Architectural Design

Ma Yansong, Eero Saarinen Visiting Professor of Architectural Design

Mauricio Pezo, Louis I. Kahn Visiting Professor of Architectural Design

Sofia von Ellrichshausen, Louis I. Kahn Visiting Professor of Architectural Design

### *Spring 2025*

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Chris T. Cornelius, Eero Saarinen Visiting Professor of Architectural Design

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Sarah Lawson, B.S., Team Leader

Pauline Martin, B.F.A., M.S.L.I.S., Head of Arts Library Access Services

Jessica Pigza, B.A., M.S.L.I.S., Associate Director, Arts Library Special Collections

William Richo, B.S., Library Services Assistant

George Stranz, B.S., Team Leader

Charli Taylor, B.A., Library Services Assistant, Evening/Weekend

Maria Zapata, A.S., Team Leader, Arts Library Special Collections

## 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  
 Heather Roberge, Fall 2021  
 Xu Tiantian, Fall 2022  
 Zhu Pei, Spring 2023  
 Dan Wood, Fall 2023  
 Sara Caples and Everardo Jefferson, Spring 2021, Spring 2024

### *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  
 Andy Bow, Fall 2022  
 Ray Winkler, Spring 2023  
 Kim Holden, Fall 2023  
 Adib Cúre and Carie Penabad, Spring 2024

### *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 Norton, 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  
 Mabel Wilson, Spring 2023  
 Nader Tehrani, Spring 2024

### *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  
 Francis Kéré, Fall 2022  
 Mauricio Pezo and Sofía von Ellrichshausen, Spring 2023  
 Billie Tsien, Fall 2023  
 Alan Ricks, Spring 2024

### *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  
 Rachaporn Choochuey, Fall 2022  
 Carrie Norman and Thomas Kelley, Spring 2023  
 Chat Travieso, Fall 2023

### *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  
 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  
 Marc de la Bruyère, Fall 2022  
 Carlos Zedillo Velasco, Fall 2023  
 Isaïc Kalisvaart, Spring 2013, Spring 2024

### *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 2024

### *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  
 Ana María Durán Calisto, Fall 2023–Spring 2024

### *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

Brigitte Shim, Fall 2022

Momoyo Kaijima, Spring 2023

Marina Tabassum, Fall 2023

Vo Trong Nghia, Spring 2024

### *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

Ann Beha, Spring 2023

George Knight and Bryan Fuermann, Spring 2024



# 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, which moved into the Yale Art and Architecture Building (A&A) in 1963. In 1972 Yale designated the School of Architecture as its own separate professional school. In 2008, after an extensive renovation, the A&A building was rededicated Paul Rudolph Hall.

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 research 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

Martin Finio, Director of the Professional Master of Architecture program

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, conceptual, analytical, and representational skills are developed through a rigorous and structured four-term core design studio sequence that embraces and integrates the multifaceted complexities of architectural design. Architectural design problems in the first-year fall term focus on the interrelationship of representation, space, and form. Spatial and form-making skills are further developed in the spring term with the integration of materiality, site, and inquiries into dwelling. The first year is complemented by the Building Project, where students work with an institutional client to undertake the design of an affordable single or multi-family dwelling that is further developed until mid-June, and then realized over the summer. This provides a unique opportunity for carrying the design through the building process to realization. In the fall term of the second year, students explore the interplay of context, community, and architecture through a single term-long project: the design of a public building. The spring term of the second year is devoted to exploring the multi-layered systems that constitute the built environment through an urban design project, where design thinking can extend beyond a single building. In the fall and spring terms of the third year, students, through a lottery system, choose from a variety of advanced design studios, offered by a diversity of leading practitioners, educators, and theoreticians.

The design studios are supported, augmented, and expanded on through required and elective courses from the four area studies that compose the curriculum: design and visualization, technology and practice, history and theory, and urbanism and landscape. In addition, students are encouraged to take elective courses offered by other schools and departments.

## 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 <sup>1</sup>	0
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#### Fall

ARCH 1011	Architectural Design 1	9
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ARCH 2011	Structures I	3
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ARCH 3011	Architecture and Modernity: Theories and Projects	3
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Visualization elective <sup>2</sup>		3
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#### Spring

ARCH 1012	Architectural Design 2	9
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ARCH 2012	Structures II	3
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ARCH 2016	Building Project I: Research and Design	3
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ARCH 3012	Architecture and Modernity: Sites and Spaces	3
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#### Early Summer

ARCH 2017	Building Project II <sup>3</sup>	3
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ARCH 1019	Visualization and Computation <sup>3</sup>	3
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### SECOND-YEAR REQUIRED COURSES

#### Fall

ARCH 1021	Architectural Design 3	9
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ARCH 2021	Environmental Design	3
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ARCH 4011	Introduction to Urban Design	3
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Elective <sup>4</sup>		3
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#### Spring

ARCH 1022	Architectural Design 4	9
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ARCH 2022	Systems Integration and Development in Design	3
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ARCH 2031	Architectural Practice and Management	3
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Elective <sup>4</sup>		3
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### THIRD-YEAR REQUIRED COURSES

#### Fall

Advanced Design Studio		9
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Elective <sup>4</sup>		3
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Elective <sup>4</sup>		3
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Elective <sup>4</sup>		3
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Spring	
Advanced Design Studio	9
Elective <sup>4</sup>	3
Elective <sup>4</sup>	3
Elective <sup>4</sup>	3

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> This course typically concludes in late June.

<sup>4</sup> 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. 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:

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)

The date of the next accreditation visit is 2030.

# 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 two independent design research studios in their final year. Within this common framework, students take an advanced design studio, selected by lottery, in each of the first two 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

### Pre-First Year (Summer)

ARCH 1062	Resources for Design Research	0
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### Fall

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

Advanced Design Studio		9
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ARCH 3073	Design Research II: Methods Workshop	3
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Elective		3
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Elective		3
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## SECOND-YEAR REQUIRED COURSES

### Fall

ARCH 1261	Independent Design Research Studio I	9
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Elective		3
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Elective		3
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Elective		3
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### Spring

ARCH 1121	Independent Design Research Studio II	9
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Elective		3
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Elective		3
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Elective		3
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## *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, tuition-free research-based program of advanced architectural studies culminating in an 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 redirect their practice, acquire rigorous research skills, build interdisciplinary activist coalitions, craft a voice for advocacy, implement experimental design forms, and research pointed episodes in the history and theory of architecture and urbanism. The program provides the foundation for careers in design, 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 resources in the School of Architecture and the university including: teaching, symposia, exhibitions, grants, and other interdisciplinary collaborations and coalitions.

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 capacity for 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 with the faculty support available to students in the 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 addresses the aggregate of objects, networks, and socio-political influences that shape spatial environments. The program supports research at the intersection of research and practice. Those studying in the M.E.D. program are encouraged to position their work within both deep histories and contemporary cultural milieus. The M.E.D. program fosters an interdisciplinary approach to architectural research which takes advantage of the extensive array of resources at Yale University. Students are encouraged to engage in a wide array of methodologies, tools, and topics. The four areas below reflect recurring research interests:

#### SPATIAL ACTIVISM AND ADVOCACY

Developing documents and modes of organizing to support activist partners in the field, crafting an advocate’s voice for opinion and long-form journalism pieces that foreground spatial practices, studying the impacts of cultural persuasions on political climates.

## DESIGN ECOLOGIES

Studying contemporary and historical forces shaping climate change, inequality, racial injustice, land tenure, socio-technical infrastructures, and environmental justice; developing and advocating for innovative forms of design to reverse environmental/social abuse.

## HISTORY, THEORY, AND CRITICISM OF ARCHITECTURE AND URBANISM

Studying the history and theory of architecture, urbanism, and landscape and their intersections with broader cultural aesthetics and politics; developing a voice for architectural criticism and public scholarship.

## MEDIA STUDIES AND DESIGN

Contributing spatial evidence to studies of media and infrastructure; using digital tools for mapping, visualizing data, and fabricating building components; developing exhibitions and curatorial strategies.

## *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. With approval from the director, these requirements may be fulfilled by courses taught within the university. 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. Requirements for this course include regular meetings with advisers, participation in three workshops per term, and presentation at a roundtable discussion each term. Graduating students defend their final project during the fourth term of study.

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: Sites and Spaces	0
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
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**Spring**

ARCH 3092	Independent M.E.D. Research (and Electives)	18
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*Summer Preparation Courses for Incoming M.E.D. Students*

In the week before the beginning of the fall term, the school offers 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  
 Eeva-Liisa Pelkonen  
 Alan Plattus  
 Elihu Rubin

*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 [F] and Surry (Michael) Schlabs [Sp], Directors 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.

## History and Theory Track

### ADMISSION REQUIREMENTS

Applicants must have a master's degree or equivalent in architecture, urban planning, environmental design, or, exceptionally, a related field. 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 also 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 the 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 20 Mb 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 general questions regarding admissions, please contact [graduate.admissions@yale.edu](mailto: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 2025–2026 academic year must be submitted no later than January 2, 2025. Applicants will not be allowed to submit applications after the deadline has passed.

## TRACK REQUIREMENTS

Students are required to be full-time and in residence in the New Haven area during their first three academic years. Students may be asked to attend summer orientation courses before their first term. (See Degree Requirements under Policies and Regulations in the Bulletin of the Graduate School of Arts and Sciences.)

During the first two years, students engage in a concerted course of study that leads directly to work on the dissertation. In all, they are required to take twelve graduate-level seminars for credit. These include a Ph.D. seminar taught in each of the first two terms by a standing or visiting faculty member of the School of Architecture. The Ph.D. seminars, ARCH 551 and ARCH 552, constitute the program's methodological foundation and introduce students to an array of historiographic approaches and areas of study. While the content of the two seminars varies from year to year, they tend to involve primary research on a specific topic, a survey of critical approaches, or the reading of a body of texts.

For purposes of fulfilling their remaining course requirements, students are encouraged to take one or more courses outside the School of Architecture that are related to their specific area of interest. For example, a student working on architecture in Brazil would likely take courses in Latin American history and culture. Students may also opt to do independent readings with individual faculty in their area.

Not later than the end of the second year, students are 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. By the end of the second year, all course and language requirements are normally completed, and the student's field of interest is defined. At this point the director of doctoral studies

(DDS) works with the student to identify a thesis adviser, who may or may not be from the School of Architecture.

In the fall term of the third year, students are required to take oral examinations on three topics relevant to their field of doctoral research. The three field exams are administered by the thesis adviser and two additional examiners selected by the student. Following their successful completion, the DDS, in consultation with the student's principal adviser, appoints the student's dissertation committee, which consists of the student's principal 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.

At the end of the third year or, at latest, the beginning of the fourth, students are expected to defend their dissertation prospectus, a preliminary proposal of their dissertation topic. The prospectus comprises a description of the topic, an outline of a detailed program of research, and an annotated bibliography. Upon passing all pre-dissertation requirements including the field exams and prospectus defense, students are admitted to candidacy for the Ph.D. and are "ABD" (all but dissertation). At this point, they embark on their dissertation research and writing, submitting drafts of the dissertation chapters as they are completed. The dissertation committee guides and monitors the student's progress through the course of writing 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 the doctoral program in History and Theory of Architecture. Students in the program 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. All teaching assignments are carried out under the direct supervision of senior faculty.

## **Ecosystems in Architectural Sciences Track**

Anna Dyson, Program Director

The Ecosystems in Architectural Sciences Track supports students to innovate the means and methods of architectural systems. This track provides preparation in interdisciplinary scientific inquiry, qualifying students to incorporate rigorous scientific methods in the research, development, and deployment of novel material and informational ecosystems for the built environment. Students in this track engage in research related to the behaviors of living ecosystems, emphasizing the interconnections

between the built environment process and health, equity, and justice across both human and non-human living systems.

## **ADMISSION REQUIREMENTS**

Applicants must have a master's degree or equivalent in architecture, engineering, environmental design, or, exceptionally, in a related field. 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 also 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 the 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. 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 20 Mb 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 general questions regarding admissions, please contact [graduate.admissions@yale.edu](mailto: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 2025–2026 academic year must be submitted no later than January 2, 2025. Applicants will not be allowed to submit applications after the deadline has passed.

## **TRACK REQUIREMENTS**

The Ecosystems in Architectural Sciences is housed within the Yale Center for Ecosystems in Architecture (Yale CEA) at the Yale School of Architecture. As a lab-based program, this track requires students to be full-time and in residence in the New Haven lab during the duration of their program, with the exception of a maximum of four semesters that might be undertaken in field research related to their area of inquiry. Students may be asked to attend summer orientation courses before their first

term. (See Degree Requirements under Policies and Regulations in the Bulletin of the Graduate School of Arts and Sciences.)

This Ph.D. track supports two areas of specialization: (1) built environment (BE) systems modeling and (2) environmental control systems (ECS) design and development. The two proposed areas of specialization are complementary and have considerable overlap in terms of curriculum. However, they differ in terms of the dissertation deliverables: (1) The modeling specialization requires the development of novel contributions to computational methods for quantifying and qualifying the behavior and performance of built environment systems, and (2) the experimental specialization requires the design, physical prototyping, and experimental observation of a novel environmental systems concept within the context of architectural design research.

All students are encouraged to take courses related to their specific areas of interest outside the School of Architecture. For example, 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.

For the Ecosystems in Architectural Sciences track, not later than the end of their second year, students are also expected to demonstrate competence in the pertinent bioclimatic and architectural modeling languages. Computational design competence is more than a formality and requires some acquaintance with the software languages that are current in the chosen area of inquiry. Competency may be demonstrated by a grade of High Pass in at least two of the related required courses and/or seminars.

The student's field of interest within the Ecosystems in Architectural Sciences track is defined by the end of the second year, by which point all course requirements are normally completed, although further options courses that deepen interdisciplinary expertise may be pursued beyond second year. At this time, the program director assigns the student a thesis adviser, who may or may not be from the School of Architecture, and typically many students may be co-advised by an additional member of their committee depending on the area of inquiry. During the fall term of the third year, students undergo an examination on topics relevant to their doctoral research in the presence of the thesis adviser. Following successful completion of the examination, the program director, in consultation with the student's adviser, appoints a dissertation committee for the student. The dissertation committee consists of the student's adviser plus a minimum of two additional faculty members. One of the dissertation committee members typically comes from outside the School of Architecture, with selection based on the student's area of interest. Upon appointment of the committee, the student will undertake a qualifications exam, which includes an oral component with the committee and a written component. Upon successful completion of the qualification exam, a student is ready to prepare for the candidacy exam and final dissertation.

### *Field, Qualifying, and Candidacy Examinations*

Each Ph.D. student in the Ecosystems in Architectural Sciences track is required to undergo three stages of evaluations that determine whether they are prepared to proceed to the next stage in the Ph.D. course of study. The proposed timelines are

typical but may be adjusted in exceptional cases in consultation with the Graduate School of Arts and Sciences. During the first three terms of coursework, the student will undertake three oral field examinations in the presence of their adviser, typically taking the standard format of architectural design review juries. Between the second and third year of doctoral studies, the student undergoes a qualification examination with their appointed committee that contains both written and oral components. Finally, between the third and fourth year, the student takes the candidacy examination with their committee.

#### FIELD EXAMINATIONS

**Purpose** The field examinations are designed to test the basic knowledge in the chosen field of inquiry, as accumulated within the student's first terms of coursework, including topics in building physics, energy modeling, passive and active building systems, history and theory of ecology and environmental design, and material systems and production. Students undertake an oral exam with external reviewers sometime after the first year of course work, and successful completion is required in order to continue on to further doctoral studies within the Ecosystems in Architectural Sciences track.

**Descriptions and Procedures** The field exam is given as an oral exam by a minimum of three master's-sequence course instructors in which the candidate presents their work and is asked a series of questions by the reviewers. Usually, this process takes place during the period of mid-term and end-of-term reviews. The review takes sixty to ninety minutes with articulated responses to questions in which a variety of topics as listed above may be covered.

**Evaluation** Following the reviews, instructors meet to discuss the student's performance on the exam and determine whether the student warrants a pass or fail grade. Pass: student proceeds without conditions; Fail: student may not be considered for continuing acceptance into the Ph.D. program.

#### QUALIFYING EXAMINATION

**Purpose** The qualifying examination is the prerequisite for preparing the candidacy proposal and writing a dissertation. It is designed to examine the knowledge acquired by the student in their proposed field of inquiry. In this context, knowledge of the field not only entails a mastery of the subjects related to the field but also requires the ability to formulate and elaborate on both theoretical and practical problems related to the chosen field of inquiry. Both aspects are tested with the oral and written formats of the qualifying examination. The qualifying examination in the Ecosystems in Architectural Sciences track is typically taken after the conclusion of coursework and must be completed before admission to Ph.D. candidacy. Preparation for the qualifying examination comprises a combination of coursework and supplementary individual readings as discussed with advisers throughout the course of doctoral studies. Typically, students are recommended to take the examination at the end of their second year of doctoral studies, depending on the required coursework and preparation as agreed upon by the student and their primary adviser. The scope and focus of each examination is a matter for discussion and negotiation with individual examiners. In preparation, the student should strive for a level of knowledge and expertise such as

would be required to construct and teach a course on the subject and to be able to conduct independent scholarship in the field.

**Descriptions and Procedures** The qualifying examination is divided into two parts: an oral examination and a written examination. The examination format is intended to strike a balance between comprehensive knowledge of the related field(s) that are pertinent to the proposed dissertation and the requisite tools for critical scholarship in the chosen area within Ecosystems in Architectural Sciences. The specific format of each examination is tailored to individual student needs, interests, and background.

For the preparation of both parts of the examination, the student prepares and submits a comprehensive bibliography in support of their dissertation proposal and related to the preparatory literature review that they have accumulated during course work and independent readings in support of their proposed dissertation topic. This comprehensive bibliography should be submitted alongside their proposal (two to five pages) to their adviser and eventual examiners two months prior to taking the qualifying examinations. Responsibility for formulating exam questions rests with faculty members specializing in the related fields of inquiry, and others who are appropriate in specific cases as deemed by the examination committee members. The committee is made up of at least two examiners who are not the principal adviser to the student and at least one examiner who is from a department outside of the School of Architecture.

The oral examination, which does not exceed two hours, concentrates intensively on a precise cluster of problems specifically related to the body of literature as presented by the student's qualification proposal summary and bibliography.

The written examination is also formulated by the committee in response to the student's proposal summary and bibliography and is designed to examine the student's facility in carrying out research in the chosen field. The examiners present the student with three relevant questions to be answered in essay format. Two of the questions can be answered with access to books, notes, and any other available resources and are to be completed within five days, comprising no more than thirty typewritten, double-spaced pages. The third question is prepared during a six-hour session at the end of the five-day period within the Ecosystems in Architectural Science lab space, without the aid of supporting materials.

**Evaluation** There are four possible categories of evaluation on the qualifying exam.

1. *Pass*: The student will proceed to prepare the candidacy exam and the doctoral committee will be confirmed.
2. *Pass with conditions*: The exam was generally acceptable and the student will begin preparations for candidacy but minor specific recommendations on further evaluation are needed, and a doctoral committee will be confirmed to set a date for further evaluation of additional requirements.
3. *Re-examination required*: The scheduling of another examination date to be determined.
4. *Fail*: The committee doesn't think that the candidate will be able to accomplish the proposed dissertation project. The student receives an M.Phil. degree upon

graduation of this phase, provided that the units of academic credit on all coursework have been successfully completed.

#### CANDIDACY EXAMINATION

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 pre-dissertation requirements, including the prospectus, oral examinations, and qualifying exam with the committee. 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.

**Procedures** Following the successful completion of the qualifying examination and acceptance of the summary dissertation proposal, the committee is confirmed for the development of the dissertation proposal itself. The dissertation proposal, accompanied by a working bibliography, is prepared and submitted to the committee three months prior to the candidacy exam. It is worked out in consultation with the advising faculty and submitted to the committee, who then meet with the student for a two-hour colloquium to assess the scope, significance, and feasibility of the topic and the student's preparation to accomplish it within the standard doctoral time frame. After approval by the committee, a two-page, single-spaced summary of the proposal is submitted to the director of doctoral studies for approval to proceed. Once accepted, this proposal becomes the basis for the eventual assessment of the completed dissertation. After acceptance of the proposal, the student is admitted to candidacy for the Ph.D. Students must be admitted to candidacy by the beginning of the fourth year of study, unless exceptional circumstances are approved by the director of graduate studies and the Graduate School of Arts and Sciences.

#### GRADUATE RESEARCH ASSISTANT AND TEACHING FELLOW EXPERIENCE

The program in architecture considers teaching to be an important part of graduate training. Students in the Ph.D. program in architecture are expected to teach or serve as research assistants for four terms, normally in their third and fourth years. 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

### ECOSYSTEMS IN ARCHITECTURAL SCIENCES TRACK

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

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

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

**ARCH 569b, Ph.D. Seminar: Ecosystems in Architecture IV: Visualization and Environmental Visual Analytics** 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 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 two advanced studios and the post-professional research studios (ARCH 1121 *a* and *b*). 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

Mae-ling Lokko, 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 <sup>1</sup>

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<sup>2</sup>

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<sup>2</sup>; ARCH 2031, Architectural Practice and Management

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

<sup>1</sup> 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.

<sup>2</sup> 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 studios (ARCH 1121 *a* and *b*) with a project that fulfills requirements for 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<sup>1</sup>

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<sup>2</sup>

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<sup>2</sup>

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

<sup>1</sup> 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.

<sup>2</sup> Please see below for advanced studio sustainability requirements.

### *Advanced Studio Requirements*

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, ARCH 160, ARCH 260, ARCH 312, ARCH 341, or ARCH 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 one of the following: ARCH 280, ARCH 341, or ARCH 345. 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 (or another course approved by the DUS). 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.

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*

Joyce Hsiang (fall term) and Elihu Rubin (spring term), 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 are encouraged to declare their intent to major by the end of their second year, but applications to the major are accepted on a rolling basis. The intent to major process includes submission of an Intent to Major form with requested materials

followed by a meeting with the DUS to discuss the intended course of study. Schedules for majors must be discussed with, and approved by, the DUS in Urban Studies.

#### 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: three surveys; three methods courses; four, five, or six electives (depending on the credit value of the courses); 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 (minimum 7,500 words in the body of the document) or a project that could encompass a variety of media with permission from DUS and the adviser. 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 6,000 words, minimum, in addition to existing coursework. 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 2024–2025.] The school reserves the right to change the prescribed course of study as necessary.

## Design and Visualization

Sunil Bald [F], Brennan Buck, and Mark Foster Gage [Sp], Study Area Coordinators

This study area encompasses required studios, elective advanced studios, and courses that concentrate on design logic and skills 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 begins with spatially abstract exercises and progressively engages and integrates scales, sites, and concerns of increasing complexity that integrate material, tectonic, contextual, ecological, and urban demands. Architectural Foundations (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 – focuses on computational tools and is required of all M.Arch. I students.

For the M.Arch. II program, required courses in this study area include two advanced studios and the design research studios (ARCH 1121 *a* and *b*), completed in the final two terms of study.

## 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. o Course cr

### [ ARCH 1002, Fundamentals of Modeling and Fabrication ]

o Course cr

**ARCH 1011a, Architectural Design 1** Cara Liberatore, Can Bui, Michael Szivos,  
Nicholas McDermott, Violette de la Selle, and Maria Rius Ruiz

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. 1½ Course cr

**ARCH 1021a, Architectural Design 3** Sharon Betts, Martin Cox, Karolina Czczek,  
Peter de Bretteville, Aniket Shahane, and Abigail Chang

(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 1062, Resources for Design Research ]**

This course is intended to introduce students to the academic, digital, and fabrication resources at the School and University. Through a handful of exercises, the course provides an in-depth orientation to the Yale University Library system, the latest software and digital solutions employed at the School, and the rich fabrication facilities available to students. Teaching fellows lead workshops and orientation sessions, as well as assist the various instructors throughout the three-week period. 0 Course cr

**[ ARCH 1121, Independent Design Research Studio II ]**

(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 Organschi

**ARCH 1102a, Advanced Design Studio** 9 credits. Alan Plattus

**ARCH 1103a, Advanced Design Studio** 9 credits. Carlos Zedillo, Alberto Kalach, and Andrei Harwell

**ARCH 1104a, Advanced Design Studio** 9 credits. Kim Holden and Emily Abruzzo

**ARCH 1105a, Advanced Design Studio** 9 credits. Dan Wood

**ARCH 1106a, Advanced Design Studio** 9 credits. Marina Tabassum

**ARCH 1107a, Advanced Design Studio** 9 credits. Sandra Barclay and Jean Pierre Crousse

**ARCH 1108a, Advanced Design Studio** 9 credits. Billie Tsien

**ARCH 1109a, Advanced Design Studio** 9 credits. Chat Travieso

**ARCH 1110a, Advanced Design Studio** 9 credits. Mark Foster Gage

### **ADVANCED DESIGN STUDIOS (SPRING)**

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

**ARCH 1111b, Advanced Design Studio** 9 credits. Isaac Kalisvaart and Bjarne Mastenbroek

**ARCH 1112b, Advanced Design Studio** 9 credits. Adib Cúre and Carie Penabad

**ARCH 1113b, Advanced Design Studio** 9 credits. Sara Caples and Everardo Jefferson

**ARCH 1114b, Advanced Design Studio** 9 credits. Vo Trong Nghia

**ARCH 1115b, Advanced Design Studio** 9 credits. Tatiana Bilbao

**ARCH 1116b, Advanced Design Studio** 9 credits. Alan Ricks

**ARCH 1117b, Advanced Design Studio** 9 credits. Nader Tehrani and Ghazal Abbasy

**ARCH 1118b, Advanced Design Studio** 9 credits. George Knight

### **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 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 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 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 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 through 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 1253a, Small Objects** Timothy Newton

This course will be offered to graduate and undergraduate students who wish to pursue their own special talents, follow their passions, and expand possibilities and creative impulses to create a small object of their own design. The course is cross-listed with Architecture, Neuroscience, and Engineering & Applied Science (SEAS) and will intentionally bring together students with different backgrounds and experiences. The course explores the ideation, design processes, and fabrication of a functioning prototype. A “small object” is defined as something that is able to fit comfortably through a standard doorway. Potential areas of exploration include, but are not limited to: jewelry, furniture, experimental scientific instruments, electronic devices, architectural objects, lighting, cutlery, packaging, and musical instruments. Student selection is competitive and through application only. Proposal submissions are due by Aug. 18 (midnight), with preference given to graduate students in Architecture, Neuroscience, and SEAS. Previous experience building your small object is not required. Passion for your object – and for building it – are critical for a successful proposal and for success in the course. (Example proposals will be provided with course description material.) Each student will be able to follow their own path as they acquire professional-level competencies in designing and creating their small object, with an understanding that design disciplines are increasingly expanding and converging. As such, students will be encouraged to explore as many university resources as possible to achieve the desired outcome. The methodology used to complete tasks in this course will give students an understanding of a typical industrial design process while equipping them with skills, concepts, and tools used to create scientific-grade instrumentation. The course will encourage creative and scientific exploration, while fostering an interdisciplinary nexus for fabrication technology, design pedagogy, and problem-solving. While each student will pursue an individual project, true innovation often results from cross-pollination between disciplines. To facilitate interdisciplinary interaction and expand possibility, students from different disciplines will work together as they explore the development and fabrication of their small object. Weekly reviews will be coupled with training and seminars. Students will also have access to multiple state-of-the-art design and fabrication facilities that include manual and computer-controlled manufacturing machines, electronic equipment, rapid prototyping tools, and computer aided drafting (CAD) and rendering programs. Students will be exposed to design drawing techniques, physical modeling methods, and the concept of designing for manufacture. Students will acquire professional-level competence in two- and three-dimensional design – using aesthetic sensibility, digital/analog tools, and

critical thinking—combined with a working knowledge of materials and methods in an environmentally responsible context. The course will be structured around teaching modules, studio time, and critique periods. During class sessions, students will be encouraged to actively engage in critiquing their fellow students' work. Technique workshops covering different project-related types of fabrication will be held during the second half of the semester. Enrollment is limited to no more than 9 students.

3 Course cr

**ARCH 1254a, Ink** Michelle Fornabai

Course Introduction Ink proposes a creative and critical inquiry into ink's instrumentality in architecture to delineate a subtle story—a latent history of architecture in ink—placing ink in our world with the purpose of gaining knowledge within and for the architectural discipline. A close consideration of the varied conceptual and material aspects of ink acts as a medium to reflect upon the means by which architectural knowledge is generated, articulated, and applied. Course Structure The course will be structured by the abecedary, ink or “V is for Vermilion as described by Vitruvius” An A to Z of Ink in Architecture. Composed from various material forms of ink found in studio, an alphabet in 26 images was created and sent as an invitation to 26+ architects, artists, historians, theorists, scholars, inventors and poets to write a brief entry on a discrete ink object. On the first day of class, 13 of the 26 letters will be selected at random and a single letter assigned to each week of the course. Each week, the class will closely examine the ink objects described by diverse voices in the entries written under the assigned letter—conceptually and materially—by reading, in discussion and in drawings. Reading: Each entry describing a discrete ink object is typically brief—generally 500 to 1000 words; the 26 letters contain between 1-5 entries each on average. Weekly reading will be assigned by letter to be discussed in class. Discussion: Each week the class will discuss the ink entries under a single letter to create collective word images. Drawing (in-class/in-studio): Students will spend time each class period using drawing to explore material and conceptual aspects of the ink objects. [These drawings may provide material for the weekly out-of-class assignments. Students will keep a folio of A3 loose-leaf sheets that can be pinned up and compiled for reference and review. In addition, there may be collective in-class drawings, done on larger paper that will be in response to discussion in class. They will be due at the end of the class period. Supplemental ink materials may be provided by the instructor.] Drawing (out-of-class assignments): Students will construct an architectural drawing(s) each week for the letter discussed in class, due at the beginning of the next class (for pin-up/discussion). [Students will determine four parameters for each architectural drawing: scale (ie. measured drawing), view (ie. projection: parallel, oblique, orthographic, isometric, perspective), set (format), and sequence. These architectural drawings may be manual and/or digital. The Beinecke Rare Book and Manuscripts Library, a container formed of ink that contains ink, will form the basis of these drawings.] Pin-ups: Weekly drawing assignments will be reviewed weekly. Before each week's discussion, you should pin-up with the rest of your studio group to facilitate an efficient discussion. Reviews: For Mid review, architectural drawing of a single entry from ink by the student's choice (not covered in the 13 assigned letters) will be constructed. For Final review, students may delineate a new entry for the abecedary, ink. Mid and Final reviews will include outside critics. Evaluation: Each drawing assignment will be evaluated for a) technique and b) completion. After each pin-up and during the in-class exercise the professor will give

an evaluation that will then be recorded by the TF. If a drawing needs improvement to satisfactorily meet the requirements of the assignment, the student will be asked to make these improvements for re-evaluation. All assignments must meet this standard to successfully pass the course. Course Requirements Attendance at all class sessions is mandatory, in accordance with YSoA policy. More than two unexcused absences constitute failure of the class. Out-of-class drawing assignments must be completed by 6pm on the Thursday before the date they are reviewed. Drawings are to be saved for comprehensive review at the end of the term and submitted digitally as directed by the Teaching Fellow. 3 Course cr

**[ ARCH 1256, The Black Box: Architecture in an Age of Opacity ]**

3 Course cr

**ARCH 1259a, Geometric Translations** Sunil Bald

3 Course cr

**ARCH 1289a, Space-Time-Form** Eeva-Liisa Pelkonen

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 1299a, Independent Course Work** Joyce Hsiang

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

Mae-ling Lokko 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 2012b, Structures II** Staff

(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** Anna Dyson

(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 reinforce 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 2031, Architectural Practice and Management ]**

(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 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 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 2230a, Exploring New Values of Design Practice** Phillip Bernstein

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 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 2240, The Architect As: Recasting the Role of the Architect in the Development Lifecycle ]**

An introduction to the real estate development lifecycle through the lens of the Architect. The course follows the typical chronology of a multi-family residential project starting from a developer's initial interest in a site, to a resident inhabiting the completed building; in between, it addresses feasibility, acquisitions, zoning, financing, design, construction, marketing and branding, and operations. We will employ this linear framework first to understand the underlying components of each phase, and second to evaluate: what is the role of the Architect - past versus present, real versus perceived? Where the Architect's role has been eroded or altered over time, how can they rebuild it - leveraging their multifaceted skillset or learning new modes of analysis - to maximize agency and impact? Finally, we will ask broader questions that cut across the development lifecycle: what does an enhanced Architect mean for the other players along the value chain? What does it mean for the ability of the Architect to impact

development strategy, or to frame development as a series of design challenges? How does the dynamic between form and finance, design and development change? And, what does the rebuilt Architect mean for the final product – the realized building – and the built environment? The seminar examines traditional and hybrid design practices through readings, assignments, and guest lectures. As a final project, students submit a design-driven development proposal for a site in New Haven, employing the disruptive practices learned over the semester. 3 Course cr

**[ ARCH 2241, Building Disasters: When Things Go Wrong ]**

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 2242, Slavery, Its Legacies, and the Built Environment ]**

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 2245, Alternative Development Workshop ]**

3 Course cr

**ARCH 2246a, Introduction to Architectural Robotics** Hakim Hasan

This course teaches methods and techniques of robotic fabrication and assembly and fosters an understanding of their implementations in architecture and construction. Projects and assignments enable students to develop design concepts and realize prototypes at Yale School of Architecture's new Robotics Laboratory. The course will enable students to employ new technologies, materials, and processes to advance an assembly and construction culture. Experience with advanced fabrication equipment, robotics, and design innovation technologies will position students as cutting-edge practitioners in the field. 3 Course cr

**[ ARCH 2247, Soil Sisters ]**

This course aims to investigate a new paradigm for connecting agricultural waste to large-scale regional material supply chains, in which improving soil nutrition and soil resiliency underpin the design goal of providing cross-sectoral environmental performance through the provision of new biomaterial construction systems.

3 Course cr

**[ ARCH 2248, Civita di Bagnoregio ]**

3 Course cr

**ARCH 2249a, Bad Buildings: Decarbonization Through Reuse, Retrofit and Proposition** Tess McNamara

Current sustainability discourse labels many existing buildings as 'bad.' Hooked on fossil fuels, leaky and inefficient, existing buildings are penalized for their carbon footprint by cities and policymakers to provoke energy renovations and upgrades. New,

'Net Zero Carbon' buildings have been the sustainability focus of the AEC industry – all-electric, highly efficient, technologically advanced, these ground up buildings have been heralded as climate saviors. This seminar presents the opposite as true: new, 'Net Zero' buildings are a distraction, not our salvation. It is the existing 'bad' buildings, the messy fabric all around us, that do pose a carbon challenge, but also hold a profound solution to achieving a low carbon future. All new buildings, regardless of their operational carbon efficiency, release over half of their lifetime emissions during construction as embodied carbon. As we try to reduce emissions now to limit warming to 2°C, the focus of the architecture community must turn to what is already built around us. And we have inherited an urban fabric of 'bad buildings,' with old envelopes, outdated fossil fuel-based mechanical systems, and complicated equipment built over decades. Upgrading these buildings to be more carbon efficient is essential, but it is expensive, messy, and thankless work. Building owners must be able to extract value from this type of significant capital investment: they won't decarbonize a building without a value proposition, change in program, market target, or commercial offering. The essential and urgent task of decarbonizing existing buildings presents both architectural challenges and carbon opportunities, and the truth is that no one has figured out how to make it happen yet. In pursuit of new solutions grounded in practice, this seminar will follow two tracks: the technical and theoretical. The technical side will cover reuse (embodied carbon) and retrofit (operational carbon) through lectures, guest speakers, and short assignments. The theoretical track will cover case studies and readings on adaptive reuse and architectural proposition. The seminar will culminate with student-initiated proposals for decarbonizing and reinventing an existing building in New York City. 3 Course cr

[ ARCH 2255, Ghana ]

3 Course cr

**ARCH 2299a, Independent Course Work** Alan Plattus

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

Eeva-Liisa Pelkonen and David Sadighian, 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 preliminary course (ARCH 1000) introduces students to key ideas and concepts of architectural history and theory. All M.Arch. I students are required to take a course in architectural theory (ARCH 3011) in the first term, followed in the second term by a required course on architectural history (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 3011a, Architecture and Modernity: Theories and Projects** Staff

Challenging the familiar binary of theory versus practice, this survey course explores how architectural theory activates new ways of imagining and making the built environment. Weekly lectures introduce an enduring theoretical subject (e.g., Form, Representation) and map the historical forces that have shaped that subject's development across contexts. Course lectures and readings are paired with project presentations by design faculty, who will draw connections between theoretical speculation and applied practice. These dialogues will address the ever-changing contours of the present-day profession and its body of ideas, terms, and knowledge. Moreover, cognizant of the activating potential of theory, this course asks how architecture might engage urgent issues pertaining to climate change, social justice, and the legacies of colonialism. 3 Course cr

### **[ ARCH 3012, Architecture and Modernity: Sites and Spaces ]**

(Required of first-year M.Arch. I and M.E.D. students; available as an elective for M.Arch. II students.) This course seeks to question modern architecture and historiography through the lenses of both colonialism and decoloniality. Colonialism and the power structures that sustained it have deeply affected architecture across the globe and left a pervasive mark on the histories of architecture in use to this day. At the same time, forceful and resilient counter-cultures emerged throughout colonized, and later postcolonial, nations which engendered extraordinary architecture and critically aware historiographies that continually challenge the universalist pretensions of western modernity. Our agenda is a historiography that does not speak from the center alone but from the “margins” as well—a diverse, inclusive account that rejects hegemonic narratives and practices. Deconstructing binaries, it engages in self-reflexive critique, works to pluralize authorship, and brings analytical rigor to bear on its main task: to uncover the persistence of Euro-centered modes in the production of



architectural knowledge even in the supposedly postcolonial present; and to suggest other interpretive models. 0 Course cr

**ARCH 3072a, Design Research I: Cross-Disciplinary Perspectives** Ana Duran  
(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 3073, Design Research II: Methods Workshop ]**

(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 3091a, Methods and Research Workshop** Jordan Carver

(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** Jordan Carver

(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 3105a, Capital Building: Histories of Design and Accumulation** David Sadighian

3 Course cr

**[ ARCH 3106, Circa 1600 ]**

3 Course cr

**[ ARCH 3107, American Architecture and Urbanism ]**

3 Course cr

**ARCH 3108a, Domo Ludens: Modern Art and Architecture at Play** Michael Schlabs

The notion of play occupies a special place in the history of modern art and architecture. Theorized in the 19th century by Friedrich Froebel as fundamental to the process by which children learn, play would form the basis of Froebel's kindergarten, now a model for early childhood education worldwide. The aesthetic intensity of Froebel's program would likewise contribute to a variety of radical educational projects in the 19th and 20th centuries, including the Bauhaus. Later, Johan Huizinga's seminal meditation on the "play element in culture," *Homo Ludens*, would provide an intellectual foundation for a number of 20th century aesthetic and political movements, among them the Situationist International. Finally, a generous focus on play has recently reemerged within the discourse on a range of 21st-century art and design practices, characterized by a shared focus on participation and performativity, as in the work of Rirkrit Tiravanija and Lottie Child. This course, then, explores the place and problem of play in three ways: as a critical framework for understanding the aesthetic qualities of the human environment; as a mode of experience, giving meaning to that environment; and as a working method employed by artists and architects as a specific form of practice. 3 Course cr

**ARCH 3240a, Spatial Concepts of Japan: Their Origins and Development in Architecture and Urbanism** Yoko Kawai

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 3252a, Landscape, Film, Architecture Landscape, Film, Architecture** Fatima Naqvi

Movement through post-1945 landscapes and cityscapes as a key to understanding them. The use of cameras and other visual-verbal means as a way to expand historical, aesthetic, and sociological inquiries into how these places are inhabited and experienced. Exploration of both real and imaginary spaces in works by filmmakers (Wenders, Herzog, Ottinger, Geyrhalter, Seidl, Ade, Grisebach), architects and sculptors (e.g. Rudofsky, Neutra, Abraham, Hollein, Pichler, Smithson, Wurm, Kienast), photographers (Sander, B. and H. Becher, Gursky, Höfer), and writers (Bachmann, Handke, Bernhard, Jelinek). Additional readings by Certeau, Freytag, J.B. Jackson, L. Burckhardt. 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 3290, Body Politics ]**

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 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 3300, History, Historiography, Avant-Garde: Reading Manfredo Tafuri's *The Sphere and the Labyrinth* ]**

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, Four Urban Thinkers and Their Visions for New York City: Mumford, Moses, Jacobs, Koolhaas ]**

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** Vyjayanthi 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 3315, The Challenge of the Classical ]**

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

**[ ARCH 3318, The Media of Architecture and the Architecture of Media ]**

3 Course cr

**ARCH 3319a, Race and the Built Environment** Jordan Carver

This seminar investigates the many architectures that participate in state and racial formation. That is, how spatial constructions—including infrastructure, housing, borders, segregation, taxation, and policing—supported by the state are integral to processes of racial hierarchization and how racialized subjects are managed and controlled. The seminar focuses on the American context, but the definition of American boundaries is open to interpretation and contestation. We look at American expansion and political history to see how inequalities have been historically constructed and how they continue to persist. We analyze American internal and external imperialism, militarism, and securitization to better understand how the nation’s myriad spatial entanglements structure life and social relations. The seminar reads a broad set of texts including Madison, Locke, Aimé Césaire, Frantz Fanon, Cedric J. Robinson, Katherine McKittrick, Sylvia Wynter, Michael Omi and Howard Winant, Cheryl I. Harris, Aileen Moreton-Robinson, and others. We engage with current discourses on race and architecture and link them to discussions on media, politics, and the contested project of the American nation. Students develop a semester-long research project locating a state-backed spatial strategy of their choosing and unpack the social, political, and racial histories and futures of their chosen subject.

3 Course cr

**[ ARCH 3322, Mutualism: Spatial Activism and Planetary Political Solidarity ]**

3 Course cr

**[ ARCH 3323, Design Intelligence, or Stupidity: Reconfiguring the Human Machine Interface in the Age of AI ]**

3 Course cr

**[ ARCH 3328, Latin American Modernity: Architecture, Art, and Utopia ]**

Throughout the nineteenth and twentieth centuries, architects, planners, landscape architects, artists, and designers understood and reacted to the specific conditions of their historical and geographical place within Latin America. In this way, they developed new yet fluid relationships with those and which each other that produced work ranging from the individual work of art, to buildings, cities, and possible utopias. How this production was made, theorized, and developed expresses alternate conceptions of and reactions to the specific forms of modernity developed there. The goal of this course is to engage in broad dialogues with historical case studies

throughout Latin America during this period that show how the creation of ideas, works, space, and place was part of a critical practice with/in “alternative modernities;” self-conscious and original, yet operating under a progressive spirit. We look at the self-reflexive practices and negotiations within/through modern art, architecture, and utopias in Latin America – as operations of vernacularization, transculturation or creolization, denaturalization, and deterritorialization – as fundamental works, problems, and didactic exercises intent on producing new knowledge and directions central to its socio-cultural development and to its architectural and artistic expressions.

3 Course cr

**[ ARCH 3329, Writing and Criticism: Architect as Author, Architect as Subject ]**

This course examines the relationship between practice and publication in architecture. Its foundation is a survey of architecture criticism over the last century. It also considers how a select number of architects have written about their own work and that of other practitioners; the focus in this section is on those architects who use writing not for its descriptive or promotional value but as a critic or historian might, which is to say as a means of sharpening or expanding their own architecture or of reframing or even unsettling their place in the profession or larger culture. Class discussions focus to a large degree on the intersection of these two tracks: the process by which the architect moves from subject to author and back again, and what is gained (and perhaps sometimes lost) by that traffic. 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

Andrei Harwell [F], Elihu Rubin [Sp] and Ife Vanable, 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. 0 Course cr

## ELECTIVE COURSES

### [ ARCH 4210, Design Brigade ]

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. 3 Course cr

### [ ARCH 4220, Port City: Transformations of Urban Networks ]

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 4247a, Difference and the City** Justin Moore

“Given the choice between modernity and barbarism, prosperity and poverty, lawfulness and cruelty, democracy and totalitarianism, America chose all of the above.” —Matthew Desmond in *The New York Times* (Aug. 14, 2019) for “The 1619 Project.” Four hundred and odd years after colonialism and racial capitalism brought “twenty and odd” enslaved people from Africa to the dispossessed indigenous land that would later 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—such as New Haven and Baltimore—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 is another essential indicator of difference in urban environments, such as disinvestment, disaster, or gentrification. Cities must navigate how such considerations as climate change and growing income inequality intersect with politics, culture, gender equality and identity, immigration, migration, and technology, among other conditions and forms of disruption. In this



course, we explore together some key questions: How are cities and their environments shaped by difference, including the legacies and derivatives of colonialism and modernism? How do the structures and systems of difference operate in our spaces, places, and cities? How might we better understand and find agency in the past, present, and future of urban contexts using an antiracist and decolonial approach to design and urbanism? How can frameworks like cultural heritage, environmental conservation, and social equity and inclusion challenge dominant narratives or unjust past and present conditions? 3 Course cr

**[ ARCH 4253, Labs and Landscapes of the Green Revolution ]**

In 1968, the director of the US Agency for International Development, William Gaud, christened the decades-long experiments with agriculture and technology as the “green revolution.” Juxtaposing it with the Red Revolution of the USSR and the White Revolution of the Shah of Iran, record harvests during the Cold War made the Green Revolution as much about food and hunger as it did geopolitics and diplomacy. This seminar explores the origins and development of the Green Revolution through its principal sites of experimentation: laboratories and landscapes. Whether hailed by some as a major turning point in the history of combatting hunger and food insecurity or castigated by others for perpetuating colonial and imperial asymmetries of power and environmental degradation, the legacies of the Green Revolution endure to this day. We attend to the global legacies of this color-coded revolution and how it reshaped the contours of the land, food distribution networks, settlement patterns, and cultures of eating and cooking, as well as reconfigured the habits and habitats of the human subject. Along with weekly readings and assignments that involve eating and cooking, we travel to one of the major laboratories and landscapes of the Green Revolution: India. 3 Course cr

**[ ARCH 4254, The (Built) Environment: environmental design and urban transformation in practice ]**

Over the next decade, cities and human settlements will remain a critical lever for addressing the climate crisis and ecological collapse. Contemporary urbanization differs from historical patterns of urban growth in its scale and rate of global change, touching on such dimensions as food and agriculture, land use, biodiversity, water, energy, governance, and more. Large-scale urban expansion of new and growing cities as well as continued development of established cities present opportunities for a new conceptualization of the built environment in the context of sustainability. As cities dominate the globe, the intersection between architecture and environmental action must be redefined. This course is designed for students who seek new terrain for architectural thought within the context of evolving environmental challenges. The course is run as a colloquium and workshop. Invited guests forging new work in the built environment will share not only their current research and practice but also their methods of work. Student-moderated discussions with our guests will present the opportunity for students to build the skills to critically position themselves within the discourse of urbanization, architecture, and environmental action. Concurrently, students will workshop individual or group projects operating at the intersection of the built and natural environments resulting in a project proposal of each student’s choosing. In the short-term, students will build research skills and cultivate critical thinking. In the long-term, students will build the foundations for their future professional / academic trajectory by forging new methods of practice or research in

urbanization and architecture. Students from all programs are encouraged to enroll and no design work is required. Projects can be historical, analytical, speculative, policy-oriented, etc. The only requirements is for the proposed project to interrogate the intersection between the built and natural environments and open new avenues for cross-disciplinary work about built form as a critical lever for global sustainability.

3 Course cr

**[ ARCH 4255, londonCALLING: London ]**

3 Course cr

**[ ARCH 4256, 'Housing' The Constitutional Right: Mexico ]**

3 Course cr

**ARCH 4293a, Housing Connecticut: Developing Healthy and Sustainable**

**Neighborhoods** Andrei Harwell, Alan Plattus, Anika Singh Lemar, and Kate Cooney

In this inaugural interdisciplinary clinic taught between the School of Architecture, School of Law, and School of Management, and organized by the Yale Urban Design Workshop, students will gain hands-on, practical experience in architectural and urban design, development and social entrepreneurship while contributing novel solutions to the housing affordability crisis. Working in teams directly with local community-based non-profits, students will co-create detailed development proposals anchored by affordable housing, but which also engage with a range of community development issues including environmental justice, sustainability, resilience, social equity, identity, food scarcity, mobility, and health. Through seminars and workshops with Yale faculty and guest practitioners in the field, students will be introduced to the history, theory, issues, and contemporary practices in this field, and will get direct feedback on their work. Offered in partnership with the Connecticut Department of Housing (DOH) as part of the Connecticut Plan for Healthy Cities, proposals will have the opportunity to receive funding from the State both towards the implementation of rapidly deployed pilot projects during the course period, as well as towards predevelopment activities for larger projects, such as housing rehabilitation or new building construction. Students will interact with the Connecticut Commissioner of Housing and the Connecticut Green Bank. 3 Course cr

**[ ARCH 4294, Reckoning Environmental Uncertainty ]**

This seminar will focus on a series of historical episodes since 1200 C.E. that present different approaches to reckoning environmental uncertainty to develop specific social and spatial configurations. Topics range from anthropogenic forests in southern China to seafaring across the Pacific Ocean and from patchworks of agriculture and urban centers throughout the Gangetic plains to the proliferation of observatories across the globe to monitor weather patterns. What ties these diverse places and histories together is but one goal: to understand how strategies for claiming knowledge are entangled with environmental uncertainty. The aim of this course will be to assemble, and consider spatially, a variety of approaches to how people have come to know the world around them and what they have done to account for change. 3 Course cr

**ARCH 4296a, Introduction to Planning and Development** Joseph Rose

n/a 3 Course cr

**[ ARCH 4297, Historic Preservation in the 21st Century ]**

This seminar explores the evolution of historic preservation from a narrow focus on monumental properties to its broader, more complex, and more inclusive current purview. The course begins by learning about the history of the field of preservation through the understanding of its theoretical roots, definitions, professional practice, and the basics of material conservation. This introduction serves as a preamble to the second part of the course which focuses on the expanding role and potential future of historic preservation as it aligns its objectives with the principles of sustainability, social inclusion, and decolonization. At the end of this seminar, the students should have a working understanding of the theory and practice of historic preservation, the wide array of its concerns and sub-specialties, and its potential as an agent for sustainable development and social inclusion; the basic concepts of material conservation and documentation of existing conditions; and the challenges and opportunities presented by a preservation project in an underserved community. 3 Course cr

**[ ARCH 4298, Agroecological Urban Constellations ]**

3 Course cr

**ARCH 4299a, Independent Course Work** Alan Plattus

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 range 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 March 15. 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.

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

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](mailto:gradarch.admissions@yale.edu). For financial aid inquiries, contact [archfinancialaid@yale.edu](mailto:archfinancialaid@yale.edu).

## 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.

Also recommended, *but not required*, is a course in classical physics and a course 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 in the chapter Master of Environmental Design Degree 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 2025–2026 academic year must be submitted no later than 11:59 p.m. Eastern Standard Time on January 2, 2025. 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

The application fee is \$90. Applications will be considered submitted only when payment of a nonrefundable application fee has been received. However, an application

fee waiver request will be considered based on the need and criteria outlined below. Please note that admissions to Yale School of Architecture is need-blind. Requests for application fee waivers have no bearing on your application for admissions.

To request a need-based application fee waiver, please complete and submit the following waiver form and financial information before December 1, 2024. Our financial aid office will review and respond by email to your fee waiver application no later than December 15, 2024. If you are not granted a waiver, you must pay the \$90 fee prior to the January 2, 2025 deadline. The fee must be paid or waived in order for your application to be reviewed by the Admissions Committee.

### *Waiver Criteria*

If your family size and income fall within the levels listed below, you will qualify for an application fee waiver:

- A household size of one, with an annual income of less than \$40,000
- A household size of two or more, with an annual income of \$40,000–\$80,000

Required Documentation:

- U.S. citizens: Submit most recent Federal Income Tax Return or employer income statement
- Non-U.S. citizens: Submit income documentation to verify financial hardship

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](mailto:gradarch.admissions@yale.edu).

## STANDARDIZED EXAMINATIONS

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 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](http://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.

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.

The Graduate Record Examination (GRE) is optional for applications to the M.Arch. I, M.Arch II, and MED programs. Applicants are welcome to submit scores if they feel it would support their application. If an applicant chooses not to take the GRE or submit scores, it will not affect the strength of their application and the school will review all other application materials comprehensively. For information regarding the GRE test, test dates and locations, and/or to arrange to take the test, visit <https://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 to be considered.

## 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 9, 2025. 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 2024–2025 is \$62,300. 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 2024–2025 academic year, a reasonable, albeit modest, estimate of total cost may be estimated by the following costs to be \$89,862 for all students.

Tuition	\$62,300
Yale Health Hospitalization/Specialty Coverage <sup>1</sup>	\$3,112
Room and Board	\$17,500
Books and Supplies	\$5,500
Personal Expenses	\$1,000
Transportation	\$450
Total Budget	\$89,862

<sup>1</sup> Students may receive a waiver of the \$3,112 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>.

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 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 at any time 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/paying-your-bill/payment-options>.

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, for every returned ACH payment due to insufficient funds made through YalePay, Flywire will charge a penalty fee of \$30 per occurrence. Furthermore, 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 2024–2025, the last days for refunding Title IV funds will be October 31, 2024, in the fall term and March 28, 2025 in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid:
  - a. 100 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term. In the fall term the date is September 9, 2024. In the spring term the date is January 20, 2025.
  - 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 24, 2024. In the spring term the date is February 4, 2025.
  - 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 20, 2024. In the spring term the date is March 2, 2025.
  - 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 protest disruptions, 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.

In order to determine a student's need-based eligibility, the Yale School of Architecture requires all financial aid applicants submit parental information (must be submitted on the CSS Profile) in order to be considered for financial aid. If you feel you have extenuating circumstances for which parental information should be waived, please contact the financial aid office. Unwillingness, age, marital status, and other standards of dependency are not conditions for which the School of Architecture waives the requirement of parental data.

Barring any significant changes in a student's financial circumstances (including spousal and 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) the CSS Profile (School Code 3975); (2) the Free Application for Federal Student Aid (FAFSA); (3) and the School of Architecture Verification Form.

The Yale School of Architecture Application for Financial Aid Verification Form is available online at <http://architecture.yale.edu/admissions/financial-aid>. These forms must be received by the school no later than February 1, 2025 for prospective and new students, and no later than April 30, 2025 for students already enrolled. The forms may be sent via email to [archfinancialaid@yale.edu](mailto:archfinancialaid@yale.edu).

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, 2025. The Yale School of Architecture's FAFSA code number is 001426.

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

Prospective students who are non-U.S. citizens and non-permanent residents and wish to apply for financial aid must complete and submit the following: (1) the CSS Profile (School Code 3975) and (2) the School of Architecture Verification Form. 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, 2025 for prospective and new students, and no later than April 30, 2025 for students already enrolled. The forms may be submitted via the school's online forms or by email to [archfinancialaid@yale.edu](mailto:archfinancialaid@yale.edu).

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 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, current bank statement, and 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 [yalepay@yale.edu](mailto:yalepay@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 at [archfinancialaid@yale.edu](mailto:archfinancialaid@yale.edu).

## 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](http://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, photographers, receptionists, social media managers, 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 the term. 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 2025–2026 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).

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 an *Office of International Students and Scholars (OISS) Financial Certification Form for International Students Admitted for Fall 2025*. This form, accessible on our website (<https://www.architecture.yale.edu/admissions/international-students>), 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

<http://oiss.yale.edu>  
203.432.2305

The Office of International Students and Scholars (OISS) coordinates services and support for more than 6,300 international students, faculty, staff, and their dependents at Yale. 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 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. The International Center

is OISS's home on Yale campus and is located at 421 Temple Street. The International Center provides meeting space for student groups and a venue for events organized by both student groups and university departments. For more information about our hours, directions, and how to reserve space at OISS, please visit <https://oiss.yale.edu/about/hours-directions-parking>.

# 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 2023, lecturers included:

Sunil Bald  
Jordan H. Carver  
Ana María Durán Calisto  
Sir Isaac Julien  
Alberto Kalach  
Mark Lamster  
Esther da Costa Meyer  
Joan Ockman  
Marina Tabassum  
Paolo Tombesi  
Chat Travieso  
Nona Yehia  
Carlos Zedillo Velasco

In spring 2024, lecturers included:

Anthony Acciavatti  
 Tatiana Bilbao  
 Alice Casey  
 Dipesh Chakrabarty  
 Esther Choi  
 Cian Deegan  
 Bjarne Mastenbroek  
 Enrique Norton  
 Carie Penabad  
 Olúf#mi O. Táíwò  
 Nader Tehrani  
 Vo Trong Nghia  
 Sara Zewde

## Symposia

During 2023–2024, the School of Architecture hosted two symposia.

*Hybrid Urban Factory: Creating the Industrial Community of the Future* was held on November 9 and 10, 2023. Now that industry is often clean, green, small, and quiet it can be integrated with other uses at the city and building scale. This potential hybrid is as of yet very little explored. Convened by Nina Rappaport—educator, urbanist, and YSoA publications director—this symposium investigates what this new mix will look like and how it can encourage new entrepreneurs, jobs, and urban forms. How can hybrid models change with new technologies, sustainable manufacturing, and advanced production systems to be integrated into communities with local entrepreneurs at the helm? Can we break the planning and land-use patterns of segregated zoning by class and function to encourage mixed-use zoning? Architects, public officials, entrepreneurs, and non-profit organizations will present a series of case studies and design-driven discussions on policy and making things.

Speakers included:

Bram Aerts  
 Kristiaan Borret  
 Reginald Canal  
 Brian T. Coleman  
 Giovanna Fossa  
 Lindsay Greene  
 Abby Hamlin  
 Andrei Harwell  
 Rob Lane  
 Dieter Leyssen  
 Patrick McKenna  
 Charlie Negaro  
 Nina Rappaport  
 Ward Verbakel

Susan Wiviott  
 Laura Wolf-Powers  
 Nona Yehia

*Shapes of Time* was held April 11 through 13, 2024. This two-and-a-half day event at the Yale School of Architecture brings together an interdisciplinary group of artists, architects, curators, scholars, and scientists to investigate the role time plays in their respective fields and in their individual scholarly and creative pursuits. The title hints at the diverse temporal imaginaries in various intellectual fields and artistic media; contemporary conversations about environmental uncertainty and deep time; as well as differing ways time is conceptualized, visualized, and experienced. By taking a trans-disciplinary approach to the ways in which time manifests in different cultures and religions around the globe, *Shapes of Time* foregrounds time as medium and method. The symposium is convened by Anthony Acciavatti and Eeva-Liisa Pelkonen of the Yale School of Architecture together with Morgan Ng of the History of Art department.

Speakers included:

Anthony Acciavatti  
 Alice Casey  
 Dipesh Chakrabarty  
 Ivano dal Prete  
 Cian Deegan  
 Taru Elfving  
 Saara Ekström  
 Aaron Flagg  
 Kathleen John-Alder  
 Sylvia Lavin  
 Sarah E. Lawrence  
 Mari Lending  
 Morgan Ng  
 Jorge Otero-Pailos  
 Eeva-Liisa Pelkonen  
 Francisca Rivero-Lake  
 Daniel Rosenberg  
 David Sadighian  
 Carla Vereia

## 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 2023–2024 included:

*Isaac Julien: Lina Bo Bardi—A Marvellous Entanglement*  
 August 24–December 10, 2023

*LC150+: The RT+Q Private Collection of Le Corbusier Models*  
 January 11–February 10, 2024



*Groundwater Earth: The World Before and After the Tubewell*  
February 22–July 6, 2024

*On Looking: An Exhibition of Artwork by Alec Purves*  
May 15–July 6, 2024

## STUDENT-CURATED EXHIBITIONS

*Building a Collective Archive: A Yale Traveler's Mnemosyne*  
August 31–October 6, 2023

*The Head, The Heart & The House: Migration and Modernism in King-lui Wu's Domestic Architecture*  
February 12–March 23, 2024

*Learning from Berlin (CT)*  
March 28–May 4, 2024

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

The school maintains an active publications program ([www.architecture.yale.edu/publications](http://www.architecture.yale.edu/publications)). Books published in 2023 and 2024 include:

*Perspecta 56: Not Found*, edited by Gabriel Gutierrez Huerta and Guillermo Acosta Navarrete, considers the complexities and potentialities of architectural concealment, obfuscation, and mimicry; of the power inherent in architecture's expanding capacity as media. In the veiled extents of our physical and digital worlds, what is still not found? Contributors include APRDELESP and Xavier Nueno Guitart, Ashley Biggam and Erik Herrmann, Esther M. Choi, feminist architecture collaborative, Marianela D'Aprile and Douglas Spencer, Theo Deutinger and Christopher Clarkson, DESIGN EARTH, David Freeland and Brennan Buck, Linda Gordon, Noah Kalina, Dana Karwas, Andrew Economos Miller, M.C. Overholt and Alex Whee Kim, Trevor Paglen, Lukas Pauer, Nina Rappaport, David Sadighian, Matthew Soules, Jerome Tryon, and Michael Young.

## Yale Urban Design Workshop

Alan Plattus, Founding Director

Andrei Harwell, Director

Matthew Rosen, Assistant Director

Elihu Rubin, Director of Advocacy and Planning

Elise Barker Limon, Fellow in Housing and Urban Design

Saket Malhorta, Fellow in Community Design and Health

Chong Gu, Postgraduate Associate

Faculty Affiliates: Robert Dubrow, Kate Cooney, and Anika Singh Lemar

Student Design Assistants, 2023–2024: Huy Truong, Mariel Lindsey, Cal Liang, Cindy

Duan, Soraya Ammann, Tini Tang, Yi Ming Wu, Annika Babra, Eric Wang, Gabriel

Gassmann, Dominique James, Malcom Davis, Dahlia Leffell, Alex Thomas, Sydney

Zoehrer, Julie Chan, Sida Tang, Austin Ehrhardt, Jess Mitchell, Pobby Tan, Ying Luo,

Raven Xu, Jinrui Zhang, Eduardo Marin, Jessica Sanchez, Hannah Foley, Lu Arie, and

Alan Alaniz

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 Haven, 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; and the Dwight Healthy And Just Neighborhood project in New Haven, funded by both an EPA and a Yale Planetary Solutions Project grant. The project studies the health impacts of air quality and heat on the Dwight neighborhood, and their relationship to urban conditions and climate change.

For the last two years, the YUDW has coordinated the interdisciplinary clinic “Housing Connecticut: Developing Healthy and Just Neighborhoods,” now entering its third year and offered in collaboration with the Connecticut Department of Housing. The clinic brings together students from the Schools of Architecture, Law, and Management with nonprofit developers to create proposals for affordable housing.

## 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.

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

Students have the opportunity to edit school publications. *Perspecta*, the Yale Architectural Journal, is the oldest student-edited architecture journal in the country, and each year gathers essays, articles, and projects from a range of leading scholars and designers. *Retrospecta* is the school’s annual student-edited yearbook; students have the opportunity to edit *Retrospecta* as a team in the summer after their first year of study.

Outside the School of Architecture, there are many student organizations, including the Black Graduate Student Network (BGN), the Graduate and 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.

### 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 both a high-power metal-cutting laser and a high-powered laser for woods and plastics, a water jet cutter, multiple large- and small-bed 3-axis CNC mills, 4-axis CNC mills, a jewelry-grade wax 3d printer, a 5-axis robotic 3d printer, and seven robots in the robotics lab. 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. 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) or Fail (F). Credit will be given for any passing grade (P). 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 are available online on the School of Architecture's website, <https://www.architecture.yale.edu>. 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.

## 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 all reviews and 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. Awards and Prizes Committee (seven faculty members). Makes award and prize recommendations to the faculty.
11. Ph.D. Admissions Committee (seven faculty members). Reviews and makes recommendations on Ph.D. program admission policies; reviews all applications for admission to the Architecture Ph.D. program and makes admission recommendations.
12. Bass Scholars Committee (two faculty members). Selects students for the Bass Scholars program.
13. 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. Implements general student grievance procedures of the university.

## 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 provost 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 provost 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. OIA also coordinates Yale’s program for hosting scholars at risk.

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 and Athletic Resources

Keep up to date about university news and events by subscribing to the Yale Today e-newsletter (<https://news.yale.edu/subscribe-ene-newsletter>), YaleNews (<http://news.yale.edu>), the Yale Calendar of Events (<http://calendar.yale.edu>), and the university’s Facebook, Twitter, Instagram, LinkedIn, and YouTube channels.

The Yale Peabody Museum (<https://peabody.yale.edu>), founded in 1866, houses more than fourteen million specimens and objects in ten curatorial divisions. The Museum’s galleries, newly renovated in 2024, display thousands of objects, including the first Brontosaurus, Stegosaurus, and Triceratops specimens ever discovered.

The Yale University Art Gallery (<https://artgallery.yale.edu>) is one of the largest museums in the country, holding nearly 300,000 objects and welcoming visitors from around the world. 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.

The Yale Center for British Art (<https://britishart.yale.edu>) 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.

More than five hundred musical events take place at the university during the academic year, presented by the School of Music (<https://music.yale.edu/concerts>), the Morris Steinert Collection of Musical Instruments (<https://music.yale.edu/concerts-events-collection>), and the Institute of Sacred Music (<https://ism.yale.edu/events/upcoming-events>), among others.

For theatergoers, Yale offers a wide range of dramatic productions at such venues as the Yale Repertory Theatre (<https://yalerep.org>); the University Theater and Iseman Theater (<https://drama.yale.edu/productions>); and Yale Cabaret (<https://www.yalecabaret.org>).

The religious and spiritual resources of the university serve all students, faculty, and staff of all faiths. Additional information is available at <http://chaplain.yale.edu>.

The Payne Whitney Gymnasium, one of the most elaborate and extensive indoor athletic facilities in the world, is open to Yale undergraduates and graduate and professional school students 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. Additional information is available at <https://sportsandrecreation.yale.edu>.

During the year, various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, 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. Information is available at <https://myrec.yale.edu>.

The Yale Outdoor Education Center (OEC) in East Lyme, Yale is open to students, faculty, staff, and alumni. 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. For more information, visit <https://sportsandrecreation.yale.edu/outdoor-education-center-o>.

Approximately fifty club sports are offered at Yale, organized by the Office of Club Sports and Outdoor Education (<https://sportsandrecreation.yale.edu/club-sports-intramural-sports/club-sports>). Most of the teams are for undergraduates, but a few are available to graduate and professional school students.

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 at <https://myrec.yale.edu>.

## Identification Cards

Yale University issues identification (ID) cards to faculty, staff, and students. ID cards support the community's safety and security by allowing access to many parts of campus: dining halls and cafés, residential housing, libraries, athletic centers, workspaces, labs, and academic buildings. Cultivating an environment of public safety requires the entire community to work together to ensure appropriate use of our spaces, as well as to foster a sense of belonging for all members of our community.

University policies, regulations, and practice require all students, faculty, and staff to carry their Yale ID card on campus and to show it to university officials on request. Yale ID cards are not transferable. Community members are responsible for their own ID card and should report lost or stolen cards immediately to the Yale ID Center (<https://idcenter.yale.edu>).

Members of the university community may be asked to show identification at various points during their time at Yale. This may include but not be limited to situations such as: where individuals are entering areas with access restrictions, for identification in emergency situations, to record attendance at a particular building or event, or for other academic or work-related reasons related to the safe and effective operation and functioning of Yale's on-campus spaces.

For some members of our community, based on the needs and culture of their program, department, and/or characteristics of their physical spaces, being asked to show an ID card is a regular, even daily, occurrence. However, for others it may be new or infrequent. For some, being asked to produce identification can be experienced negatively, as a contradiction to a sense of belonging or as an affront to dignity. Yale University is committed to enhancing diversity, supporting equity, and promoting an environment that is welcoming, inclusive, and respectful. University officials requesting that a community member show their ID card should remain mindful that the request may raise questions and should be prepared to articulate the reasons for any specific request during the encounter. In addition, individuals requesting identification should also be prepared to present their own identification, if requested.

## 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 fifteen-bed inpatient care unit, and an acute care clinic with extended hours and telephone triage/guidance from a registered nurse twenty-four hours a day. Additional specialty services such as allergy, dermatology, orthopedics, a travel clinic, and more are available through Yale Health Hospitalization Specialty Coverage. 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 Student Health Services. Yale Health Basic Student Health Services 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 or triage 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 Student Health Services 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 Student Health Services 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 Student Health Services 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 Student Health Services 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/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 first day required to be on campus for program orientation. 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 Student Health Services 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/forms-and-guidelines>) 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/forms-and-guidelines>) 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 Student Health Services (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/forms-and-guidelines>). 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/forms-and-guidelines>). 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/forms-and-guidelines>). 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 online at <https://yalehealth.yale.edu/>

resource/student-handbook and 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, 2024. Please access the Incoming Student Vaccination Record form for graduate and professional students at <https://yalehealth.yale.edu/new-student-health-requirements>. 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, and all supporting documents must be uploaded to <https://campushealth.yale.edu/welcome-to-health-on-track>. The final deadline is August 1.

**COVID-19** As per recommendations from the Centers for Disease Control and Prevention, vaccination against COVID-19 is strongly encouraged, but not required, for incoming (matriculating) students. Students are asked to submit documentation of prior any primary series vaccinations or bivalent boosters that they have received through the Yale Health website, <http://yalehealth.yale.edu>. Vaccination requirements remain in place for healthcare workers and trainees, including students who work in settings where patient care is provided, or those who work with human research subjects in clinical settings. Those individuals must submit documentation of vaccination with a primary series and one booster (or, for those who have not yet received a primary series, one bivalent dose of vaccine) to the university or seek approval for a medical or religious exemption. Yale will accept any combination of COVID-19 vaccines that have received full approval or Emergency Use Authorization (EUA) by the U.S. Food and Drug Administration (FDA) or have been issued Emergency Use Listing (EUL) by the World Health Organization (WHO). International students who do not have access to WHO or FDA authorized or approved vaccines may be vaccinated at Yale Health on request..

**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 MMR (combined measles, mumps, and 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 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, 2024.

**Quadrivalent Meningitis** All students living in on-campus dormitory facilities (all undergraduate residential colleges and the following graduate dormitories: 254 Prospect Street, 272 Elm Street, 276 Prospect Street, Baker Hall, and Edward S. Harkness Memorial Hall) 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, 2024. The cost for all vaccinations and/or titers rests with the student, as these vaccinations are 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.

## Graduate Housing

<https://housing.yale.edu>

[housing@yale.edu](mailto:housing@yale.edu)

203.432.2167

The Yale Graduate 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 254 and 276 Prospect Street and 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 graduate housing website 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 1 and can be submitted directly from the website with a Yale NetID. Room selection for paired roommates begins April 23 and 24. Room selection for all others begins April 25.

The Yale Graduate 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.

## Student Accessibility Services

<https://sas.yale.edu>  
203.432.2324

Student Accessibility Services (SAS) engages in an interactive process with Yale students, including undergraduate, graduate, and professional- school students with permanent conditions and/or temporary injuries, to determine reasonable and appropriate accommodations on a case-by-case basis. Students may initiate this process by requesting accommodations through the online accommodation request form available at [https://yale-accommodate.symplicity.com/public\\_accommodation](https://yale-accommodate.symplicity.com/public_accommodation).

Engagement with SAS is confidential, and faculty/staff are notified of approved accommodations on a need-to-know basis only, except when required by law for health and safety reasons. Students may upload supporting documentation regarding their condition and request for accommodations with their accommodation request form. Documentation guidelines are available on the SAS website at <https://sas.yale.edu/students/documentation-guidelines>.

## Resources to Address Discrimination, Harassment, and Sexual Misconduct

Yale is a community committed to fostering an environment of diversity, mutual respect, and intellectual discovery in which all members of the community can thrive. Acts of discrimination and harassment are contrary to the community standards and ideals of our university. Staff in the following offices work within the Yale community to promote respect, inclusivity, diversity, and equal opportunity, and are available to talk through situations you have witnessed or experienced, as well as to provide guidance.

When you have concerns or questions related to discrimination or harassment, you have a wide range of choices for support. You can reach out to a discrimination and harassment resource coordinator, or you can talk with others, such as a residential college dean, dean of student affairs, or the Office of Institutional Equity and Accessibility.

If you'd like to talk with someone about sexual misconduct or sex-based discrimination, you can reach out directly to the deputy Title IX coordinator of your school or the Title IX Office. The Title IX website (<https://titleix.yale.edu>) is a helpful resource for additional questions or concerns about sex-based discrimination or sexual misconduct. If an individual is unsure of which resource to contact and wants to explore options for addressing sexual misconduct, the SHARE Center is a good place to start.

### DISCRIMINATION AND HARASSMENT RESOURCE COORDINATORS

Office hours: 9 a.m.–5 p.m., M–F  
<https://dhr.yale.edu/discrimination-and-harassment-resource-coordinators>

Discrimination and harassment resource coordinators (formerly deans' designees) have been identified by the dean of each college and school as community members with the responsibility to receive concerns and offer advice and guidance related to diversity

and inclusion, discrimination and harassment, and equal opportunity. Discrimination and harassment resource coordinators may also help facilitate informal resolution. This may be an individual's best "first stop" in discussing a concern related to discrimination, harassment, or retaliation, particularly as discrimination and harassment resource coordinators will be knowledgeable about resources specific to their school or college.

## **OFFICE OF INSTITUTIONAL EQUITY AND ACCESSIBILITY**

Office hours: 9 a.m.–5 p.m., M–F

203.432.0849

<https://oiea.yale.edu>

Any individual who would like to report a concern of discrimination, harassment, and/or retaliation may contact the Office of Institutional Equity and Accessibility (OIEA). OIEA staff are available to discuss concerns, university resources, and options for resolution, including informal resolution. Where appropriate, OIEA staff are also available to conduct investigations into complaints of discrimination, harassment, and/or retaliation. Talking with someone at OIEA about a concern or making a complaint does not automatically launch an investigation. It can, however, be an important step to alerting the university about a concern and getting assistance to resolve it.

## **SHARE: INFORMATION, ADVOCACY, AND SUPPORT**

55 Lock Street, Lower Level

Appointments: 9 a.m.–5 p.m., M–F

24/7 on-call service (for time-sensitive matters): 203.432.2000

<https://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors 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 for students. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX Office, the Yale Police Department, and other campus resources and can provide assistance with initiating a 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. 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.

## **TITLE IX COORDINATORS**

203.432.6854

Office hours: 9 a.m.–5 p.m., M–F

<https://titleix.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 one or more deputy Title IX coordinators, who work closely with the university Title IX Office and university Title IX Coordinator Elizabeth Conklin. Coordinators respond to and address concerns, provide information on available resources and options, 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 also work with pregnant and parenting individuals to coordinate needed accommodations and to respond to instances of discrimination. Discussions with a deputy Title IX coordinator are private and information is only shared with other university officials on a need-to-know basis. 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 composed of faculty, senior administrators, and graduate and professional students drawn from throughout the university. UWC members are trained to 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 composed 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 the sensitive crimes and support coordinator, they can be reached at 203.432.9547. Informational sessions are available with the sensitive crimes and support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the Title IX Office, 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 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, College Street Music Hall, 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 Puerto Rican Festival of New Haven. 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](http://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.

## SCHOLARSHIPS AND AWARDS

*Doreen I. Adengo Scholarship Fund* (2022). Established in memory of Doreen I. Adengo (M.Arch. 2005) by her classmates, friends, colleagues, and family to support student scholarships in the School of Architecture as part of the John Carrafiell Challenge Match initiative.

*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.

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

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

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

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

*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.

*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.

*Paul Brouard Fund* (2022). Established in memory of Paul Brouard (M.Arch 1959) and long-time faculty member heading the First Year Building Project for more than forty years by alumni, family, and friends to support the design-build curriculum and to provide fellowships for current students selected to work on such projects.

*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 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.

*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.

*Dean's Endowed 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.

*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.

*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.

*Peter Eisenman Scholarship Fund* (2023) Established in honor of Peter Eisenman by friends, colleagues, and former students to support student scholarships in the School of 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 Biczukowski, 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  
Jia Ying Guan and Reem Nassour, 2023  
Nabil Sulayman Haque and Reem Nassour, 2024

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

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

*Bryan Fuermann Scholarship Fund* (2023). Established in honor of Bryan Fuermann, faculty member, by Brenda Shapiro to support student scholarships in the School of Architecture.

*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.

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

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

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

*Steven Harris and Lucien Rees-Roberts Scholarship Fund* (2023). Established in honor of architect and faculty member Steven Harris and designer Lucien Rees-Roberts by Claire Creatore to support student scholarships in the School of Architecture.

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

*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.

*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.

*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.

*Francis Kéré Scholarship Fund* (2023). Established in honor of visiting faculty member and 2022 Pritzker Laureate Francis Kéré by the Sidney E. Frank Foundation to support

scholarships for students from Africa in the School of Architecture as part of the John Carrafiell Challenge Match initiative.

*Barbara DeGrange Kieran, Class of 1973, Scholarship Fund* (2023). Established in memory of Barbara DeGrange Kieran (B.A. 1973) by Stephen J. Kieran (B.A. 1973) to support student scholarships in the School of Architecture.

*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.

*Kenneth S. Kuchin Scholarship Fund* (2010). Established by Kenneth S. Kuchin to support student scholarships in the School of Architecture.

*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.

*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 in the School of Architecture.

*M.J. Long Scholarship* (2020). Established by bequest of M.J. Long (M.Arch. 1964) to support student scholarships in the 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 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 support student scholarships in the School of Architecture.

*Michael Marshall Scholarship Fund* (2021). Established by Michael Marshall (M.Arch. 1984) to support student scholarships in the School of Architecture as part of the John Carrafiell Challenge Match initiative.

*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.

*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 Olhovskiy, 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  
 Annika Babra and Nicole Niava, 2023  
 Calder Birdsey and Karina Encarnación, 2024

*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.

*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.

*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.

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

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

*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.

*Jaquelin Robertson Scholarship Fund* (2022). Established in memory of Jaquelin Robertson (B.A. 1955, M.Arch 1961) by Anja Robertson and classmates, family, and friends to support student scholarships in the School of Architecture.

*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.

*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.

*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.

*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 support student scholarships in the School of Architecture as part of the John Carrafiell Challenge Match initiative.



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

*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.

*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.

*Billie Tsien Scholarship Fund* (2021). Established by Billie Tsien (B.A. 1971) to support student scholarships in the School of Architecture as part of the John Carrafiell Challenge Match initiative.

*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.

*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 Czaczek, 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 and Janelle Schmidt, 2022  
 Kyle W. Coxe and Inhwan Tae, 2023  
 Annika Monisha Kaur Babra and Tong Hsu, 2024

*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 Quatralo, 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

Grace Brooks, 2023

Byron Cai, 2024

*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.

*WXY Studio Scholarship Fund* (2021). Established by Claire Weisz (M.Arch 1989) to support student scholarships in the School of Architecture as part of the John Carrafiell Challenge Match initiative.

*Ma Yansong Scholarship Fund* (2023). Established by Ma Yansong (M.Arch 2002) to support student scholarships in the School of Architecture as part of the John Carrafiell Challenge Match initiative.

## PROGRAMS

*Annie Albers Sustainable Design Fellowship Fund* (2023). Established by an anonymous gift to support postgraduate research that focuses on the application of new technologies and materials in the built environment bridging architecture and engineering.

*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 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.

*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  
 Ross Exo Adams, Spring 2023  
 Esther Choi, Spring 2024

*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.

*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*.

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

*Peter H. Dominick, Jr. Fellowship Fund for Travel* (2009). Established by The Fourth Century Trust and the gifts of various friends, colleagues, and family in memory of Peter H. Dominick, Jr. (B.A. 1963), to support travel for undergraduate and/or graduate students and faculty traveling together to locations related to areas of study within the School of Architecture, and/or to support 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.

*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.

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

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

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

Brendan Gill, Spring 1988

Neil Levine, Spring 1990

Dolores Hayden, Fall 1990

Charles Moore, Fall 1991

Morris Lapidus, Spring 1993

David Hickey, Spring 1995

Ken Silver, Spring 1995

Allucquere Rosanne Stone, Fall 1997

Terence Riley, Spring 1999

Kenneth Frampton, Spring 2000

Hugh Hardy, Spring 2000

Charles Jencks, Fall 2000

Peter Corrigan, Spring 2001

Phyllis Lambert, Spring 2002

Roger Kimball, Fall 2002

Roger Connah, Spring 2003

Edward Casey, Fall 2003

Robert Bruegmann, Spring 2004

Jean-Louis Cohen, Fall 2004

Hal Foster, Spring 2005

Esther de Costa Meyer, Fall 2005

Wendy Steiner, Spring 2006

Jeffrey Kipnis, Fall 2006

Pier Vittorio Aureli, Fall 2007

David Brownlee, Spring 2008

Robert Campbell, Fall 2008

Nicholas Fox Weber, Spring 2009

Glenn Adamson, Fall 2009

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

Deyan Sudjic, Fall 2022

Mark Lamster, Fall 2023

*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.

*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.

*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.

*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.

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

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

*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.

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

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

*Timothy Egan Lenahan Memorial Fund* (1994). Established by friends and family of Timothy Egan Lenahan (B.A. 1980, M.Arch. 1984) to support an annual lecture focusing on the relationship between landscape and architecture and to support the teaching of landscape. 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  
 Christine Ten Eyck, Spring 2023  
 Sara Zewde, Spring 2024

*Anne Kriken Mann Hand Drawing Fund* (2014). Established by Anne Kriken Mann to support instruction in hand drawing 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 Moore Building LAB Fund* (2022). Established by Stephen Harby (B.A. 1978, M.Arch. 1980) in memory of Charles Moore, former chair of the Department of Architecture (1965–1970), to support research and design-build projects expanding upon the pedagogy of the First Year Building Project initiated by Moore when he was chair of the department of architecture.

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

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

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

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

*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*.

*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.

*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.

*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  
Kathryn Yusoff, Spring 2023  
Olúfẹmi Táíwò, Spring 2024

*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  
 Enrique Norten, Spring 2024

*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.

*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.

*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  
 Ann Beha, Spring 2023  
 Paolo Tombesi, Fall 2023

*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.

*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.

*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.

*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.

*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  
 Oliver Elser, Fall 2022  
 Joan Ockman, Fall 2023

## PROFESSORSHIPS

*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.

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

*Class of 1972 Fund* (2023). Established by members of the Architecture Class of 1972 in celebration of their fiftieth reunion to support a professor of architectural history.

*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.

*Enid Storm Dwyer Professorship* (2020). Established by bequest of Enid Storm Dwyer to endow a professorship at 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.

*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.

*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.

*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.

*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.

*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

*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.

*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.

*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  
 Bryan Fuermann, 2023  
 Aniket Shahane, 2024

# SCHOOL OF ARCHITECTURE STUDENTS

## DEGREES CONFERRED, 2024

### **Master of Architecture**

Lisbeth Manuely Acevedo Ogando  
Benedict Acheampong  
Annika Monisha Kaur Babra  
Omar Rabia Elsaid Elsaid Badran  
Erin Elizabeth Bascom  
Sebastian Maurice Beaghen  
William Charles Paley Beck  
Grace Lily Brooks  
Eren Caglar  
Chao Chang Hung  
Ethan Chiang  
Oswaldo Esteban Chinchilla Villacorta  
Lok Yiu Janice Chu  
Miranda Kaye Clark  
Dominic Oliver Cort  
Nicole De Araujo  
Frank Salvatore DeBlasio  
Sebastian Petar Elversskog  
Tarini Nailesh Gandhi  
Amelia Dever Gates  
Tzeinta Gioutzesoi  
Juan Marcos Guareschi  
Umut Caglar Guney  
Amber Peiying Han  
Nabil Sulayman Haque  
Khalid Mohamud Jama Hassan  
Caroline Ho  
Samantha Rose Hrusovsky  
Tong Hsu  
Odette James  
Shan Jin  
Minha Jung  
Yumemaru Kashino  
Elise Margaret Kennedy  
Fuad Khazam  
Reem Sadek Elsaeid Ahmed Khorshid  
Anna Korneeva  
Stefana Kuzmova  
Hao Rong Lee  
Brandon Lim



Wei qiao Lin  
Xinyi Amelia Lin  
Mariel Delyn Lindsey  
Chentian Liu  
Ying Luo  
Nikhil Pradeep Makhijani  
Helena Maurer  
Letong Meng  
Holden Sho Miles  
Novera Rahman Momo  
Elmira Moskvina  
Barbara Micha Nasila  
Reem Branly Nassour  
Silas William Newman  
Andrea Marie Nicole Niava  
Samantha Ong  
Felipe Palacio Trujillo  
Gioia Linnea Pappalardo  
Pablo Perezalonso Espinosa  
Sahar Rahaman  
Jonah Philip Rappaport  
Anna Reggio  
Angel Jase Rodriguez  
Isabelle Jacqueline Rose  
Emma Claire Sherefkin  
Qinying Tan  
Hau Yin Tini Tang  
Siman Tian  
Jocelyn Nicole Triana  
Brent Kokonya Wafula  
Eric Zhuoren Wang  
Hao Wang  
Wai Hin Wong  
Yi Ming Wu  
Yuqing Wu  
Xinyi Xie  
Ethnie Xu  
Nan Xu  
Kevin Yang  
Yuanchu Yi  
Haoran Yuan  
Jinrui Zhang  
Tao Zhang  
Ziyi Zhang  
Kaiwen Zhao  
Ruina Zhu

**Master of Environmental Design**

Austin Ehrhardt

Alberto Martinez Garcia Emily Velez

Nelms

Samarth Vishvesh Vachhrajani

# AWARDS

The following awards were made in the academic year 2023–2024. 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 Aniket Shahane.

## 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 Annika Monisha Kaur Babra and Tong Hsu.

*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 Byron Cai.

*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 Calder Birdsey and Karina Encarnación.

## Medals and Prizes

*American Institute of Architects Medal for Academic Excellence* (1914). Awarded to the graduating student with the highest academic ranking in the first professional degree program. Awarded to Elmira Moskvina.

*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 Reem Sadek Elsacid Ahmed Khorshid.

*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 Barbara Micha Nasila.

*The H.I. Feldman Prize* (1955). Awarded annually to the student who demonstrates the best solution to an architectural problem in an advanced studio, taking into consideration the practical, functional, and aesthetic requirements of that problem. Awarded to Nabil Sulayman Haque and Reem Nassour.

*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 Grace Chan.

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

*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 Elise Margaret Kennedy.

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

*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 Yumemaru Kashino and Samantha Ong.

*Gene Lewis Book Prize* (1986). Awarded to a graduating student who has shown promise for excellence in residential architecture. Awarded to Khalid Mohamud Jama Hassan.

*David Taylor Memorial Prize* (1996). Awarded to a graduating student who has shown promise or demonstrated interest in architectural criticism. Awarded to Austin Ehrhardt and Gioia Linnea Pappalardo.

*Beatrice Shinn Reik Class of 1948 Memorial Prize* (2020). Awarded to a graduating student who did the most to advance diversity, equity, and inclusion. Awarded to Andrea Marie Nicole Niava and Samarth Vishvesh Vachhrajani.

*Independent Design Research Award* (2023). Awarded annually to the post-professional student who completes the best independent design research studio project. Awarded to Reem Branly Nassour.

## Internship

*David M. Schwarz/Architectural Services Summer Internship and Traveling Fellowship* (2000). Awarded to Brent Kokonya Wafula

# 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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 [ysd.admissions@yale.edu](mailto:ysd.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.

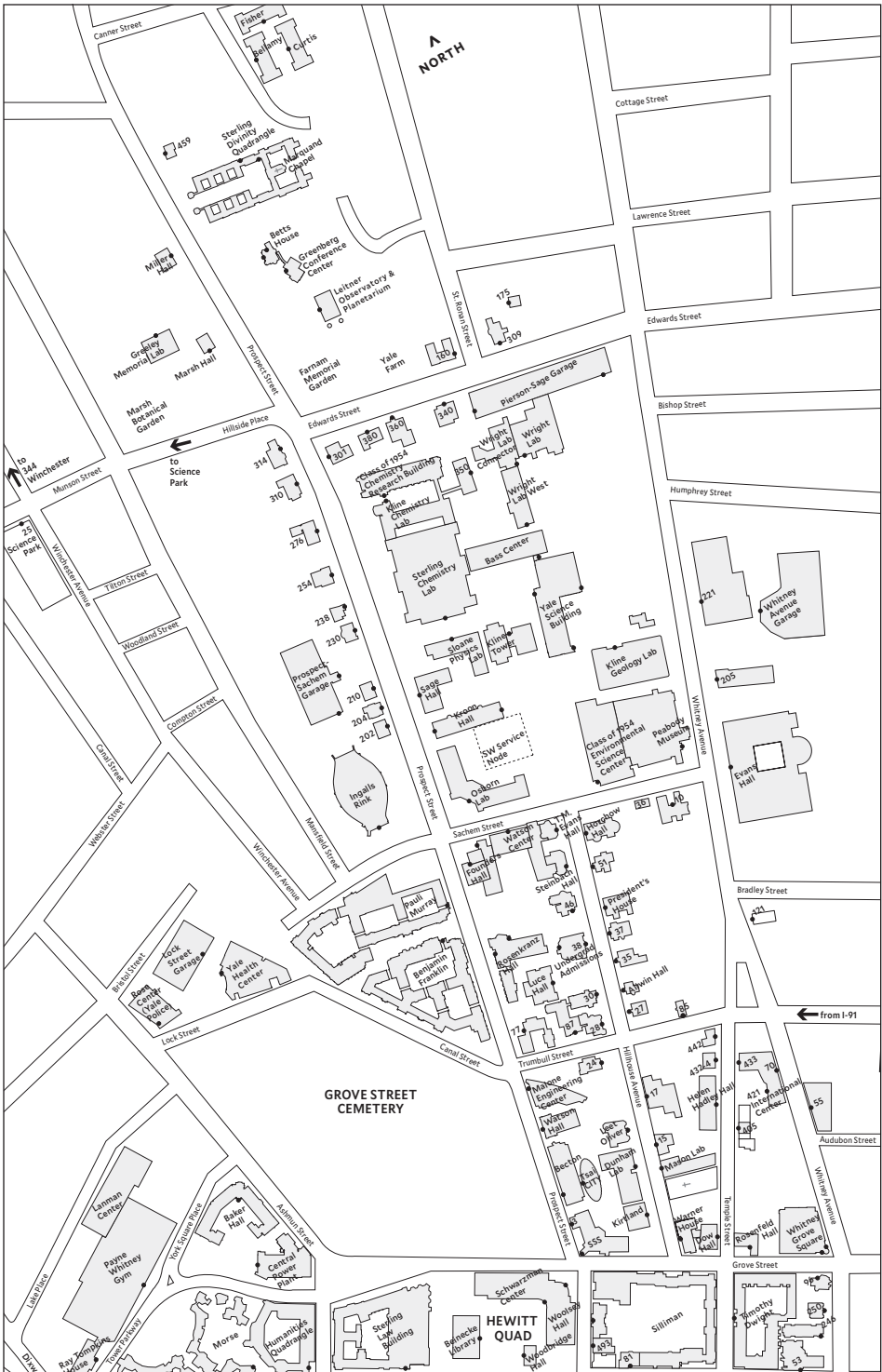
**School of Management** Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.), Master of Advanced Management (M.A.M.), Master of Management Studies (M.M.S.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

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](mailto:jackson.admissions@yale.edu), or call 203.432.6253.

# YALE UNIVERSITY CAMPUS NORTH



Continued on next page



# YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER





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 (<https://your.yale.edu/policies-procedures/policies/9000-yale-university-policy-against-discrimination-and-harassment>), 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; status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran; or membership in any other protected classes as set forth in Connecticut and federal law.

Inquiries concerning these policies may be referred to the Office of Institutional Equity and Accessibility, 203.432.0849; [equity@yale.edu](mailto: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](mailto:titleix@yale.edu), or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, TDD 800.877.8339, or [ocr.boston@ed.gov](mailto: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://titleix.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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