

COLUMBIA UNIVERSITY  
GRADUATE SCHOOL OF ARCHITECTURE  
PLANNING AND PRESERVATION

MASTER OF ARCHITECTURE  
FIRST PROFESSIONAL DEGREE  
SPRING 2013

**Bulletin**



**COLUMBIA  
UNIVERSITY  
BULLETIN  
2012-2013**

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SCHOOL OF  
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PLANNING AND  
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## OVERVIEW



# DEAN'S STATEMENT

## THE FUTURE OF THE ARCHITECT

Education is all about trust. The best teachers embrace the future by trusting the student, supporting the growth of something that cannot be seen yet, an emergent sensibility that cannot be judged by contemporary standards. A school dedicated to the unique life and impact of the thoughtful architect must foster a way of thinking that draws on everything that is known in order to jump into the unknown, trusting the formulations of the next generation that by definition defy the logic of the present. Education becomes a form of optimism that gives our field a future by trusting the students to see, think, and do things we cannot.

This kind of optimism is crucial at a school like the GSAPP at Columbia. The students arrive in New York City from around 55 different countries armed with an endless thirst for experimentation. It is not enough for us to give each of them expertise in the current state-of-the-art in architecture so that they can decisively assert themselves around the world by producing remarkable buildings, plans, and policies. We also have to give them the capacity to change the field itself, to completely redefine the state-of-the-art. More than simply training architects how to design brilliantly, we redesign the figure of the architect. Columbia's leadership role is to act as a laboratory for testing new ideas about the possible roles of designers in a global society. The goal is not a certain kind of architecture but a certain evolution in architectural intelligence.

Architecture is a set of endlessly absorbing questions for our society rather than a set of clearly defined objects with particular effects. Architects are public intellectuals, crafting forms that allow others to see the world differently and perhaps to live differently. The real gift of the best architects is to produce a kind of hesitation in the routines of contemporary life, an opening in which new potentials are offered, new patterns, rhythms, moods, sensations, pleasures, connections, and perceptions. The architect's buildings are placed in the city like the books of a thoughtful novelist might be placed in a newsstand in a railway station, embedding the possibility of a rewarding detour amongst all the routines, a seemingly minor detour that might ultimately change the meaning of everything else. The architect crafts an invitation to think and act differently.

GSAPP likewise cultivates an invitation for all the disciplines devoted to the built environment to think differently. Its unique mission is to move beyond the highest level of professional training to open a creative space within which the disciplines can rethink themselves, a space of speculation, experimentation, and analysis that allows the field to detour away from its default settings in order to find new settings, new forms of professional, scholarly, technical, and ethical practice.

The heart of this open-ended laboratory is the design studios. All the overlapping and interacting programs at the school-Architecture, Urban Design, Historic Preservation, Urban Planning, and Real Estate Development-teach design and are united in their commitment to the global evolution of the 21st century city. Every semester, the school launches more than 35 explorative studio projects that head off in different directions before reporting back their findings in juries, exhibitions, and publications that stimulate an intense debate and trigger a new round of experiments. With a biodiversity of continually evolving research trajectories, the school operates as a multi-disciplinary think tank, an intelligent organism thinking its way through the uncertain future of the discipline and the global society it serves.

As in any other architecture school, the real work is done in the middle of the night. Avery Hall, the school's neo-classical home since 1912--with its starkly defined symmetrical proportions communicating to the world the old belief that the secret of architectural quality is known, universal, and endlessly repeatable--now acts as the late night incubator of a diversity of possible futures. At its base is Avery Library, the most celebrated architectural collection in the world, a remarkable container of everything architects have been thinking about in the past, neatly gathered within the traditional quiet space of a well organized archive. Up above are the dense and chaotic studio spaces bristling with electronics and new ideas. Somewhere between the carefully catalogued past and the buzz of the as yet unclassifiable future, the discipline evolves while everyone else sleeps. Having been continuously radiated by an overwhelming array of classes and waves of visiting speakers, symposia, workshops, exhibitions, and debates, the students artfully rework the expectations of their discipline.

The pervasive atmosphere at GSAPP, the magic in the air from the espresso bar to the pin-up walls to the front steps to the back corner of

the big lecture hall, is the feeling of being on the cutting edge, straddling the moving border between the known and the unknown in our field. It is hopefully an open questioning atmosphere in which students are able to do work that teaches their teachers. In the end, a school's most precious gift is its generosity towards the thoughts that the next generation has yet to have.

Mark Wigley  
Dean, GSAPP







# HISTORY

## SCHOOL OF ARCHITECTURE

One of the first architecture schools in America, Columbia was established in 1881 by William R. Ware. A former student of Richard Morris Hunt (the first American to attend the École des Beaux-Arts in Paris), Ware approached architectural education from a humanistic rather than a technical point of view. His appointment capped a distinguished career as a practicing architect, scholar, and teacher; it established the precedent, followed almost exclusively since then at Columbia, of entrusting the School's direction to architects with sustained professional experience.

In its early years, Columbia's was the leading preparatory program for would-be architects intent on studying at the École des Beaux-Arts in Paris. But by 1902 it had matured into a full-scale School of Architecture. Ware retired in 1903, to be succeeded by A. D. F. Hamlin. Hamlin stepped down from the position in 1912, when, with an enrollment of 140, the School moved into its new quarters, Avery Hall, designed by McKim, Mead, and White. Hamlin was succeeded by Austin Willard Lord (1912–1915) and William Harry Carpenter (1915–1919).

In 1931, William A. Boring, who had been the School's director since 1919, became the first dean of what was then called the Faculty of Architecture. Under Boring and especially under his successor Joseph Hudnut, who took over in 1933, the curriculum was broadened dramatically. While the pre-World War I era had been dominated by the academic classicism of Ware, Hamlin, and such leading professionals as Charles Follen McKim, Thomas Hastings, and Henry Hornbostel, all of whom taught at the school, Boring and especially Hudnut encouraged the then nascent modernism and incorporated studies in town planning. Important studio critics, including the urbanistically inclined skyscraper architects Harvey Wiley Corbett and Wallace K. Harrison, joined the English town planner Raymond Unwin and the architectural historian Talbot Hamlin to create an environment in tune with the dramatic social and economic changes of the interwar years.

With Hudnut's departure for Harvard in 1935, the School, under the new dean, Leopold Arnaud, entered into a gradual decline that only began to reverse itself in the late 1950s when provocative studio critics Percival Goodman and Alexander Kouzmanoff, as well as the historian James Marston Fitch, gave the program new energy. Fitch's courses in

architectural history blossomed into a program in historic preservation, established in 1966 as the first at an American university. Despite the vagaries of the postwar curriculum and an ambiguous commitment to graduate-level architectural education, the School continually benefited from New York City's prominence as a world capital and attracted many foreign students, some of whom would grow to professional prominence, including Romaldo Giurgola and Michael McKinnell.

After the short and vital but stormy tenure of Charles Colbert (1960–1963), Kenneth A. Smith, an engineer, was appointed dean, and in 1965 the School was organized along divisional lines, with planning and architecture each having its own chairperson. Charles Abrams was the first planning chair and Romaldo Giurgola, the first for architecture. Abrams, with his wide experience in New York real estate and social planning, and his deep humanity, forged a program that balanced statistical analysis with compassion and earthy pragmatism. Giurgola built upon the design strengths of Kouzmanoff and Goodman, bringing into the studios as first-time teachers such bright young architects as Gio Pasanella, Jacqueline Robertson, Robert Kliment, and Ada Karmi Melamede.

The School's students played a central role in the protests that engulfed the University in the spring of 1968. While the tumultuous campuswide demonstrations of that watershed year were triggered by a concern for America's role in international affairs, the architecture students played a particularly strong role in focusing the debate on the University's relationship to its neighbors in the Morningside Heights and Harlem communities. In addition, the students challenged the University's lackluster building program, protesting the construction of Uris Hall and the proposed gymnasium for Morningside Park.

James Stewart Polshek became dean in 1972. With strong professional connections with designer-architects, preservationists, and planners, Polshek tapped the School's inherent strengths and refined the graduate program while healing the wounds left over from the previous decade. He reshaped the design faculty and enriched the School's offerings in architectural history and theory, which were under the leadership of Kenneth Frampton, who also came to Columbia in 1972. As important, Polshek extended the School's reach both within and beyond the University, establishing a strong program of public lectures featuring leading architects, planners, and politicians; creating special programs for undergraduates in Columbia and Barnard Colleges; and helping establish

the Temple Hoyne Buell Center for the Study of American Architecture in 1983. Under Polshek and his faculty, including especially Frampton, Giurgola, and Robert A. M. Stern, Columbia became an important focal point in the postmodernist debate.

Bernard Tschumi became dean in 1988, and the School's architecture programs, reflecting changing concerns in design, became more theoretical as they began to take on a more international flavor, capitalizing as never before on New York's status as a world city. To stimulate a sense of invention at the School and to use it as a laboratory for ideas, Tschumi gave junior faculty the freedom to be creative, expanding their research in the context of their studios. Sensing the role that computers would play in architectural design today, he fostered one of architecture's most significant forays into the digital age. During his time as dean, Tschumi tenured faculty in architectural theory as well as practice, including Stan Allen, Steven Holl, Laurie Hawkinson, and Mark Wigley, with Frank Gehry as Distinguished Professor. Under Tschumi, the School also developed a highly successful post-professional program, the degree in Advanced Architectural Design, as well as a Ph.D. in architecture.

Mark Wigley became dean in 2004 after a year as interim dean, and the School began to expand the experimental culture established by Bernard Tschumi. The collaborative links between all the programs and between the School and the wider University and professional community were intensified. New forms of aesthetic, technical, philosophical, and ethical engagement were cultivated. Research and publication grew into a major part of the School with the establishment of a whole new set of active research labs. With a revived curriculum and faculty, the School continues to foster a dynamic evolution of architectural artistry, intelligence, and technical expertise in partnership with its students.



# **FACILITIES**

## A GLOBAL NETWORK

### *New York*

On the Columbia University Morningside Heights campus, the GSAPP occupies its own building, Avery Hall; as well as space in the adjacent building, Fayerweather Hall; in the Avery Extension, which connects the two; in Schermerhorn Hall Extension; and in Buell Hall, directly south of Avery Hall. This complex houses design studios, classrooms, computer studios and computer labs, lounges, exhibition galleries, a fabrication laboratory, output shop, audiovisual facilities, a slide library, a three-hundred-seat auditorium, and a seventy-seat lecture hall.

### **AVERY LIBRARY**

The resources of the world's leading architecture library, the Avery Architectural and Fine Arts Library, are located in Avery Hall and the Avery Extension; they are available to the students of the School. Founded by Samuel Putnam Avery in 1890 as a research collection of books on architecture and the related fields, it has since grown into what can be called the national library of the profession. It is ranked by scholars from all over the world as the outstanding international research center on the history of architecture. Its holdings consist of more than 240,000 books and periodicals on architecture, urban planning, art history, historic preservation, archaeology, the decorative arts, and a broad variety of related background material. The contents range from the first published book on architecture, L. B. Alberti's *De Re Aedificatoria* (1485), to a comprehensive collection of books on contemporary architectural movements. In addition, the library has more than 300,000 original architectural drawings, collections of prints, and rare photographic material and archives. Avery Library also houses the Avery Index to Architectural Periodicals, the most comprehensive periodical index in the field. It is now available online as well as in print form. The Ware Memorial Library is designed as a circulating branch of the library for everyday use by the students. It contains more than eight thousand books on architecture and planning from the United States and Europe and is located in the Avery Library.

## *Studio - X Global*

Global Network Programming  
Director: Małwina Łyś-Dobradin

Columbia University GSAPP  
1172 Amsterdam Avenue, 400 Avery Hall  
New York, New York 10027  
U.S.A.

In recent years, GSAPP has used the label "Studio-X" to refer to its most advanced laboratories for exploring the future of cities. The label conveys the sense that a whole new platform for research and debate is needed to face the array of urgent questions that will face the next generation of designers.

Each Studio-X is organized around the traditional setting of the design studio found in architecture schools all over the world: a simple open loft-like space that fosters collaborative exploration, an empty room that welcomes new people and new ideas.

This central workspace is supplemented by: a book gallery and reading room that displays unique research publications from around the different Studio-X locations not found in a typical bookstore; an interactive video interface showing what is happening in the other Studio-X spaces in real time; a gallery space displaying unique exhibitions curated locally or between Studio-X spaces; a space for public lectures; a meeting room for more private discussions or video-conferencing; a kitchen/coffee shop; and offices for the staff or visiting scholars/designers.

Each Studio-X is a cultural center that supports close personal interactions between people that might not normally be together. At the same time, the space is equipped with the latest technology to take advantage of Columbia's expertise in digital design and data visualization to draw on the widest array of global resources and communicate ideas to the widest possible audience. The local director of each Studio-X acts as the curator of a continuous array of projects, workshops, lectures, seminars, symposia, exhibitions, and performances with a small staff helping to tie the daily operations of the space to the surrounding city. In key moments, all the Studio-X spaces would be linked in a single real-time global workshop allowing unprecedented bursts of creativity.

## AMMAN LAB

Curator: Nora Akawi  
5 Moh'd Al Sa'd Al-Batayneh Street  
King Hussein Park  
P.O. Box 144706  
Amman, Jordan 11814

GSAPP's Amman Lab, with studio workshop, seminar room, offices and exhibition space, opened within the Columbia Global Centers | Middle East in March 2009 and has acted as the site for student workshops, public lectures, seminars and exhibitions investigating a wide range of issues in urban planning, historic preservation, and advanced architectural design in Jordan and the region.

## STUDIO-X BEIJING

Director: Li Hu  
A103, 46 Fangjia Hutong,  
Andingmen Inner Street,  
Dongcheng District  
Beijing, China, 100007  
Tel: +86.10.64028682

GSAPP's Studio-X Beijing opened in March 2009 in a large factory building in a new art zone near the historical center of the city. The site is host to visiting studios, workshops, symposia, exhibitions and events that attract audiences between 100 and 300 people. A series of high profile and high energy activities in the unique old town hutong space have established Studio-X Beijing's reputation as a place for the exchange of ideas and experimental thinking about the future of cities. Multiple NGO and grassroots events sponsored by Studio-X Beijing facilitate engagement with the local community and major collaborations are now beginning in the space, linking artists and architects, developers and preservationists, including work with the Urban China Initiative. As Studio-X Beijing continues to develop, it will evolve into an active research center addressing key challenges including sustainability within rapidly urbanizing China.

## **STUDIO-X MUMBAI**

Director: Rajeev Thaker  
Kitab Mahal  
192, D N Road  
Fort Mumbai 400 001  
Tel: +91 9820401836

Studio-X Mumbai opened its doors to the public in February 2011 with Architecture of Consequence, an international traveling exhibition about the role of architecture in social innovation and sustainability. The space has quickly become a major hub of vibrant debate. Located on the 4th floor of the Kitab Mahal building near the Victoria Terminus railway station in historic downtown Mumbai, Studio-X Mumbai explores the built environment by hosting a variety of events that address issues such as contemporary architectural practice, sociology, public art, and the impact of technology on the city. It is the most democratic of public spaces for citizens who are eager to engage with issues related to the future of cities

## **STUDIO-X NEW YORK**

Co-Directors: Geoff Manaugh & Nicola Twilley  
180 Varick Street, Suite 1610  
New York, New York 10014  
Tel: +001.212.989.2398

GSAPP's Studio-X New York was established in New York in summer 2008 in a lower Manhattan industrial building in a neighborhood largely occupied by creative industries. It quickly became a major node of activity in the city. During the day, an ever-changing array of people work in collaborative teams on exhibitions, reports, books, magazines, competitions, seminars, and workshops. In the evening there is a great density of events, with lectures, debates, launches, performances, and exhibition openings.

## **STUDIO-X RIO DE JANEIRO**

Director: Pedro Rivera  
Praça Tiradentes, 48  
Rio de Janeiro - RJ, 20060-070

Brazil  
Tel: +55.21.2266.0452

Since March 2011, Studio-X Rio occupies a three-storey building at Praça Tiradentes, a square in Rio de Janeiro's downtown area. The space brings together professionals, academics, decision makers, students, and the general public to confront our most pressing urban challenges. We are particularly interested in how cross-cultural, cross-disciplinary, and cross-continental exchanges can affect and inform each other when facing the ongoing urban transformations of the city, the country and Latin America.

## **SÃO PAULO LAB**

Director: Maria Augusta Bueno  
180 Varick Street, Suite 1610  
New York, New York 10014  
Tel: +001.212.989.2398

São Paulo Lab collaborates closely with Studio-X Rio de Janeiro to examine the urban challenges facing metropolises of the 21st century. The Studio-X global network allows the best minds from São Paulo to think together with the best minds at Columbia University and around the world to exchange ideas, technology, expertise, and culture. In the summer of 2010, São Paulo Lab and Studio-X Rio collaborated with the Netherlands Architecture Institute on professional workshops targeting regional issues – Rio on Unsolicited Architecture, São Paulo on Flooding. The workshops were further built upon and exhibited during the 2011 Bienal de Arquitetura de São Paulo focused on the theme of Architecture and Citizenship.

## **TOKYO LAB**

Tokyo Lab is a hub for architectural activity located at Shibaura House, a space designed by Kazuyo Sejima in a lively neighborhood of the city.

Since 2011, it has hosted creative events with local and international architects, coders and hackers, as well as numerous parties and gatherings.  
*Centers*

## **THE TEMPLE HOYNE BUELL CENTER FOR THE STUDY OF AMERICAN ARCHITECTURE**

Director: Reinhold Martin  
Program Coordinator: Jacob Moore

Columbia University's Temple Hoyne Buell Center for the Study of American Architecture was founded in 1982. Its mission is to advance the interdisciplinary study of American architecture, urbanism, and landscape. A separately endowed entity within the Graduate School of Architecture, Planning and Preservation, it sponsors research projects, workshops, public programs, publications, and awards.

## **CENTER FOR URBAN REAL ESTATE (C.U.R.E.)**

Director: Vishaan Chakrabarti  
Research Director: Jesse M. Keenan

As a center for research and thought leadership, CURE builds upon a platform of direct industry engagement through conferences, symposia, publications and consulting activities and undertakes a dedicated research agenda that advocates for design-intelligent urban development. Building upon CURE's intellectual foundation, the center offers GSAPP faculty and students a cross-disciplinary approach that integrates theory and practice to solve unique development problems.

## **ARTHUR ROSS ARCHITECTURE GALLERY)**

Director: Mark Wasiuta

The core of the GSAPP Exhibitions program is the Arthur Ross Architecture Gallery. The gallery is simultaneously a testing ground for exploring new approaches to architectural exhibitions, and a reflexive space for considering and analyzing architecture as it has been formed through exhibition. Different strains of exhibition experiments appear in the gallery, sometimes through the coordination and exposure of archival, historical or thematic architectural research projects, or through installation and curatorial strategies themselves. One of the more porous spaces within the school, an organism within an ecology of disciplinary exchanges, the gallery is a site for staging exhibitions that leave the school to travel to other institutions and to museums elsewhere, and is also an aperture

through which projects with contemporary artists, filmmakers, scholars and curators infiltrate the school as provocation to its conventions, practices and pedagogies.

### *Labs*

#### **COLUMBIA LABORATORY FOR ARCHITECTURAL BROADCASTING (C-LAB)**

Director: Jeffrey Inaba

The mission of CLAB is to test experimental forms of architectural communication. Rethinking architecture at a global scale, the lab sets up creative partnerships to broaden the range and increase the intensity of architectural discourse - launching unique events, provisional networks, special issues of magazines, video streams, television, radio and webcasts. The lab acts as a kind of training camp and energy source for incubating new channels for debate about architecture.

#### **LABORATORY FOR APPLIED BUILDING SCIENCE (LABS)**

Director: Phillip Anzalone

Manager: Nathan Carter

The Laboratory for Applied Building Science combines the latest technology and equipment for digital fabrication with traditional tools for wood, metal and plastic. Within the walls of the lab itself, as well as in the classroom and in the laboratory of New York City, GSAPP students continue to challenge the given methodologies of software and hardware in order to apply digital tools to their research, rather than the reverse. The integration of CNC fabrication into parametric modeling, BIM and other organizational hierarchies has challenged working models of fabrication at the scale of the prototype as well as the building, offering a level of complexity and specificity thought to be impossible until recent years.

The invariable ability of students to question both the theoretical implications and practical applications of digital design has been a critical mechanism in keeping the research at the Avery Digital Fabrication Lab not just current – but ahead of its time. Industry has finally seen a shift towards CNC fabrication becoming more widely accepted and implemented, for reasons

of both aesthetics and efficiency, while Building Information Modeling has concurrently grown as one of the most widely used instruments of digital design, both in academia and in practice. Within the academic realm, Columbia students have continued to challenge the given methodologies of software in order to apply digital tools to their research, rather than the reverse. The integration of CNC fabrication into parametric modeling, BIM and other organizational hierarchies has challenged working models of fabrication at the scale of the prototype as well as the building, offering a level of complexity and specificity thought to be impossible until recent years.

The shift toward more expansive forms of digital production within the design and construction industry affords opportunities to not only reconfigure the relationships between the key players, but also incorporate industry sectors not typically associated with building construction. At the core of this shift is the integration of communication through various forms of digital networks, CNC fabrication being just one among many, with the ambition of developing a comprehensive, well organized, easily accessible, and parametrically adaptable body of information that coordinates the process from design through a building's lifecycle. CNC technologies afford the architect an opportunity to strategically reposition design within the fabrication and construction processes; not only have the products of the architect—until recently, only drawings—become highly specific 3-dimensional representations, but because of the hierarchical assignment of parameters, the design itself has remained malleable until fabrication commences.

## **SPATIAL INFORMATION DESIGN LAB**

Director: Laura Kurrgan

Founded in 2004, the Spatial Information Design Lab is a think- and action-tank at Columbia University specializing in the visual display of spatial information about contemporary cities and events. The lab works with data about space -- numeric data combined with narratives and images to design compelling visual presentations about our world today. The projects in the lab focus on linking social data with geography to help researchers and advocates communicate information clearly, responsibly, and provocatively. We work with survey and census data, Global Positioning System information, maps, high- and low-resolution satellite imagery,

analytic graphics, photographs and drawings, along with narratives and qualitative interpretations, to produce images.

Spatial Information Design is a name for new ways of working with the vast quantity of statistical and other data available about the contemporary city. By reorganizing tabular data using unique visualization techniques, and locating it geographically, we try to correlate disparate items of information and picture the patterns and networks they create. Putting data on a map can open new spaces for action, and new options for intervention, as the often-unseen shapes and forms of life in the city becomes visible.

Design, here, is less like a tool and more like a language, a practice that shapes the outcomes and understandings of the things we do. It is not simply an aesthetic prejudice. The ways in which we present ideas and information can sometimes be even more important than the material itself, for better, or more commonly, for worse. The words and pictures we choose make a difference to the way people, including us, imagine their own possibilities of responding to what we say and do.

The goal of the Spatial Information Design Lab is to make partnerships with people and organizations inside and outside of the University. We are most interested in research which requires the independence and rigor of an academic setting (free of the usual politics and pressures of real life situations), and which thrive in an atmosphere of open inquiry, experimentation, and risk-taking, in order to expand the ways in which data is collected, used, and presented.

## **CHINA MEGACITIES LAB**

Director: Jeffrey Johnson

Over the next 25 years, it is projected that China will account for 50% of the world's new construction. The majority of this construction will occur in existing cities, or newly formed urban areas. It is the mission of the China Megacities Lab to become actively engaged with this rapid urbanization and spatial production occurring in China, through both research and design.

## **URBAN LANDSCAPE LAB**

Directors: Janette Kim & Katherine Orff

The Urban Landscape Lab is an interdisciplinary applied research group at

Columbia University in the City of New York. We focus on the role of design in the analysis and transformation of the joint built-natural environment, and study ecological processes and urban systems as hybrid phenomenon through targeted pilot projects, practical strategies, and experiments.

## **LATIN AMERICAN & CARIBBEAN LABORATORY (LATIN LAB)**

Director: Clara Irazábal

The Latin American and Caribbean Laboratory (Latin Lab) serves as an intellectual platform for research, educational, and service initiatives related to architecture and urban planning in Latin America and the Caribbean (LAC). Based at Columbia University's Graduate School of Architecture, Planning and Preservation (GSAPP), the Lab aims to become a leading laboratory for the study of the built environment and community development in LAC and its diasporas and a premier resource to assist in the just and sustainable transformations of LAC territories and communities. The Lab's primary lines of work are Migration and Ethno-Urbanism, Urban Resilience and Upgrading, and Transnational and Regional Planning.

## **NETWORK ARCHITECTURE LAB**

Director: Kazys Varnelis

The Network Architecture Lab is an experimental unit that embraces the studio and the seminar as venues for architectural analysis and speculation, exploring new forms of research through architecture, text, new media design, film production and environment design.

## **LIVING ARCHITECTURE LAB**

Directors: David Benjamin and Soo-In Yang

Political and cultural conditions change: what if the walls and windows morphed in response? Air and water quality fluctuate: what if a cloud of light above the river modulated its color as a public display of contamination? Demands for occupation of space shift across days, seasons, and years: what if traditionally mute and inert building materials appeared and disappeared accordingly?

## **TECHNOLOGICAL CHANGE LAB (TCLAB)**

Director: Smita Srinivas

TCLab is a Columbia university-based research and advisory program established in 2007 and directed by Prof. SMITA SRINIVAS of the Urban Planning program. It is housed at the Graduate School of Architecture, Planning and Preservation (GSAPP).

The intellectual focus of TCLab is in understanding (a) the characteristics of economic and technological change, and especially industrial transformation of countries, cities and regions and (b) the conditions under which considerations of efficiency and equity can evolve alongside.

## **SUSTAINABLE URBANISM INTERNATIONAL**

Directors: Jyoti Hosagrahar

Sustainable Urbanism International is a research and design initiative committed to the conservation of cultural heritage, and developing strategies for promoting culturally and environmentally sensitive strategies for urban development. SUI was established as a non-profit NGO in Bangalore in 2003 and is also a research unit at the Graduate School of Architecture, Planning, and Preservation, Columbia University in New York.

SUI works with governments, communities, and private investors to develop strategies for urban development that bring about the benefits of modernization while minimizing the cultural dislocations arising from it.

## **GLOBAL AFRICA LAB**

Directors: Mario Gooden & Mabel Wilson

Political and cultural conditions change: what if the walls and windows Through design methods and research aided by new technologies and media, Global Africa Lab (GAL) explores the spatial topologies of the African continent and its diaspora. GAL'S innovative research and pedagogical agenda examines how the unique political histories and the contemporary forces of globalization shape the architecture, urbanism,

culture and ecologies of these places.

## **CLOUD LAB**

Directors: Toru Hasegawa & Mark Collins

Clouds have already been utilized to expand the knowledge frontiers of science, medicine, productivity and entertainment. Clouds work through scalability and vast participation. Clouds bring new understanding to old problems and allow us to pose new questions. Clouds are a new way of thinking. Our mission at the Cloud Lab is to expand the knowledge frontier of architecture and the environment by examining the applications of unique computing technologies in our urban life.

We examine the implications for big data, mass adoption and exponential growth for the ways we construct the physical and mental environment. We create and promote applications for design engineering. We promote new methods of interaction and expression within our environment.

## **NON-LINEAR SOLUTIONS UNIT**

Directors: Caterina M. Tiazzoldi

In a complex-structured city in which the interactions among parts intensify; in which the number of decision makers and cultural scenarios overlap, interconnect, and sometimes collide; in which the temporal dimensions of the citizens are dissimilar; in which local and global, physical and virtual dimensions co-exist, it is necessary to identify a set of design tools which could respond to design complexity. The Non Linear Solutions Unit focus on the development of a conceptual methodology that respond creatively to the complexity of today's cities: a polyhedral lens to approach multidisciplinary projects.

## **COMMUNITY & CAPITAL ACTION RESEARCH LAB (C2ARL)**

Directors: Stacey Sutton

The Community & Capital Action Research Lab (C2ARL) provides an infrastructure for cutting-edge research, critical discourse, and empirically informed practice on fundamental questions related to the incessant tension between the needs of community and the imperatives of capital.

## **CONSERVATION LAB**

Directors: George Wheeler

The Conservation Laboratory serves as the primary teaching venue for conservation courses where lectures, demonstrations, and practicums take place. It supports such courses as Structures, Systems and Materials I&II; Architectural Metals; American Architectural Finishes; Concrete, Cast Stone & Mortar; Stone, Brick & Terracotta; Conservation Workshop; and is the fundamental locus for Basic Conservation Science and Laboratory course. Thesis research is also conducted in the laboratory.

### **SUSTAINABLE LIVING URBAN MODEL (S.L.U.M. LAB)**

S.L.U.M. Lab is a global nomadic enterprise bringing together students, planners, and architects worldwide to work towards an understanding of the links between architecture, urban design, urban planning, and poverty alleviation.

Working from the pedagogical context of Columbia University's Graduate School of Architecture, Planning, and Preservation, the Lab challenges prevailing notions about urban improvement, searching for innovative methods to optimize the energy of the vernacular and the informal. It works to expand the role of the politically engaged architect and planner, while also breaking down rigid definitions and valuations of urban typologies.

### **COMPUTING ACTIVITIES**

Executive Director of IT: John Ramahlo, Jr.

For more than two decades, the school has embarked on an ambitious campaign to incorporate state-of-theart digital technologies in the design

# RESOURCES

## FACILITIES & RESOURCES

curriculum. Since the introduction of the first “paperless” design studios on the seventh floor of Avery in the mid-nineties, there has been substantial annual investment and dramatic improvements in the facilities and electronic infrastructure for research, teaching, presentation, computer-aided design, fabrication, and general computing at the GSAPP. Meanwhile, the general computing resources provided by the University have been upgraded as well and include a variety of online services as well as a campus-wide wireless network.

The GSAPP’s groundbreaking “paperless” studio model has evolved as new digital-design environments have been installed, evaluated, and modified in 500, 600 and 700 Avery. Since Fall 2002, all students in Avery have immediate access to high-end computing at their individual desks, which also provide space for drafting and model making. There are also computer lab areas within the Historic Preservation and Urban Planning studios as well as a computer classroom in Fayerweather.

A centralized technical and administrative structure has been set up to allow the School to provide a higher level of technical support, standardization of computer hardware and software, and more generous computing resources for all GSAPP students. The result is a very wide selection of professional software packages ranging from CAD and GIS to multimedia and video editing, all available at all times from any one of well over 300 workstations in the School, plus vast central data-storage capacity that is measured in terabytes.

The School’s Audio/Visual Department lends digital projectors, digital-still and video cameras, and laptop computers for student reviews, classes, and special events. The AV team also maintains a growing number of “electronic theater” and digital classroom spaces that are network connected and equipped with PCs and ceiling-mounted projectors. The School has a Digital Output Facility with a variety of large-format color plotters, color laser printers, and 3D output devices.

The Visual Studies Sequence has grown to over thirty specialized seminars besides the basic Architecture, Drawing, and Representation I course that

is required for Master of Architecture students. These seminar topics range from Computer Numerically Controlled (CNC) milling to Multimedia authoring, from Algorithmic architecture and Scripting (programming) to Digital filmmaking (video production and post-production). The School has expanded its geographic information systems (GIS) initiative with dedicated staff, additional equipment, new GIS seminars, and the acquisition of new GIS software and demographic data sets that are available for analysis by Architecture, Planning, and Urban Design students.

The School's Web archive and online publishing initiative has been accelerated with the creation of the director of electronic publishing position and the expansion of Web-server resources. This has made possible the on-line Newsline review as well as larger Web space allocations for all students, studios, courses, seminars, and special projects.

## **PUBLICATIONS**

Director: Craig Buckley

The School maintains a series of publications to foster the exchange of information and ideas between it and the architecture, planning, preservation, and real estate development communities. Newsline is an on-line publication that contains information and essays regarding the School's programs, faculty, and alumni as well as calendars and reviews of New York area events. It acts as a platform for current debates in architecture and urban issues. It is available at <http://newsline.arch.columbia.edu/>. Abstract is the yearly journal that documents the School's programs and student work and offers students the opportunity to have their work published for wide distribution. Abstract is distributed to students and is available for purchase in bookstores. D (Documents) is a documentation of events, lectures, and symposia at the School. It is published twice a year. Studio Work covers work and research produced in selected studios in the School. In addition, the School publishes catalogs of exhibitions it organizes as well as a series of books titled Columbia Books of Architecture (CBA), covering a variety of issues of the built environment, theory, and history.

## **LECTURES & EVENTS**

Director: Gavin Browning

The School offers an array of lectures, conferences, debates and events that reflect the diversity and interests of its programs. The Wednesday Evening Lecture Series brings internationally prominent practitioners, historians, and theorists to speak on issues of architecture, planning, development, and urbanism. In addition, the Architecture, Planning, Preservation, and Real Estate Programs maintain their own special lecture series that are open to the School community.

In addition, the School and its programs sponsor special symposia, debates and conferences that draw together faculty, prominent guests, and students to discuss issues of timely and historical importance.

The School also boasts and endowed

## **EXHIBITIONS**

Director: Mark Wasiuta

The core of the GSAPP Exhibitions program is the Arthur Ross Architecture Gallery. The gallery is simultaneously a testing ground for exploring new approaches to architectural exhibitions, and a reflexive space for considering and analyzing architecture as it has been formed through exhibition. Different strains of exhibition experiments appear in the gallery, sometimes through the coordination and exposure of archival, historical or thematic architectural research projects, or through installation and curatorial strategies themselves. One of the more porous spaces within the school, an organism within an ecology of disciplinary exchanges, the gallery is a site for staging exhibitions that leave the school to travel to other institutions and to museums elsewhere, and is also an aperture through which projects with contemporary artists, filmmakers, scholars and curators infiltrate the school as provocation to its conventions, practices and pedagogies.

## **NEW YORK CITY**

The City of New York is in itself a principal resource for the student, who benefits from its urbanism and endless variety of excellent examples of historic and modern buildings.

New York's institutions are another significant advantage. Alumni and faculty members of the School are in positions of major responsibility in various organizations. This has helped the School to open up unique opportunities for students. A partial list of these organizations includes

the Museum of Modern Art (Department of Architecture and Design), the Metropolitan Museum of Art, the Cooper-Hewitt Museum, the South Street Seaport Museum, the Architectural League of New York, the Institute for Fine Arts (New York University), the New York City Planning Commission, the New York City Landmarks Preservation Commission, the Parks Council, and the Municipal Art Society.

## **WILLIAM F. KINNE FELLOWS TRAVELING FELLOWSHIPS**

The School is the beneficiary of a considerable bequest in honor of William F. Kinne Fellows that has as its purpose the enrichment of the student's education through travel. A number of fellowships for the study of architecture and related fields are awarded annually to graduating students. Applications from members of the graduating class are considered for postgraduate travel and for travel during the summer preceding the final year of study. Specific requirements and guidelines are announced during the academic year. Students apply in the spring term of each year.

### **FITCH COLLOQUIUM**

### **PAUL BYARD LECTURE SERIES**

### **KENNETH FRAMPTON LECTURE SERIES**

The Mathews Lectures began in 1935 with an endowment from Charles T. Mathews (Class of 1889).

# PROGRAMS & DEGREES

## FIRST PROFESSIONAL, POST-PROFESSIONAL & NON-DEGREE

### DEGREE PROGRAMS

First Professional Degree

Master of Science in Advanced Architectural Design

Post-Professional Degrees

Master of Science in Advanced Architectural Design

Master of Science in Architecture and Urban Design

Degrees

M.S. in Urban Planning

M.S. in Historic Preservation

M.S. in Real Estate Development

M.S. in Critical, Curatorial & Conceptual Practices in Architecture

Doctoral Degrees

The Ph.D. in Architecture

The Ph.D. in Urban Planning

Non-Degree Programs

Certificate in Conservation of Historical Buildings & Archaeological Sites

The Shape of Two Cities: New York/Paris

Introduction to Architecture Program Dual Degree Programs

## **DUAL DEGREE PROGRAMS**

### **Dual Degree Programs within the GSAPP**

Master of Architecture & Master of Science in Historic Preservation

Master of Architecture & Master of Science in Urban Planning

Master of Architecture & Master of Science in Real Estate Development

Master of Architecture & Master of Science in Critical, Curatorial & Conceptual Practices in Architecture

Master of Science in Urban Planning & Master of Science in Historic Preservation

Master of Science in Urban Planning & Master of Science in Real Estate Development

Master of Science in Historic Preservation & Master of Science in Real Estate Development

### **Dual Degree Programs with other Schools at Columbia**

Master of Science in Urban Planning & Master of Business Administration (in conjunction with the Columbia Business School)

Master of Science in Urban Planning & Master of International Affairs (in conjunction with the School of International and Public Affairs)

Master of Science in Urban Planning & Juris Doctor (in conjunction with the School of Law)

Master of Science in Urban Planning & Master of Public Health (in conjunction with the Mailman School of Public Health)

Master of Science in Urban Planning & Master of Science in Social Work (in conjunction with the School of Social Work)



## MASTER OF ARCHITECTURE (M.ARCH)

CORE STUDIOS DIRECTOR: Mr. Michael Bell  
ADVANCED STUDIOS DIRECTOR: Ms. Laurie Hawkinson

CORE STUDIO I COORDINATOR: Ms. Galia Solomonoff  
CORE STUDIO II COORDINATOR: Ms. Amale Andraos  
CORE STUDIO III COORDINATOR: Ms. Hilary Sample

The Master of Architecture Program is a three-year first professional degree program that examines the importance of architectural design concepts in relation to historic and contemporary issues in an evolving culture.

Being part of a great university located in a major metropolis has determined much of what is unique about the Architecture Program. The School is not only able to attract excellent faculty members, but it is also able to draw upon the large and diverse community of architects, theorists, practitioners, and scholars in New York. Thus the program is able to expose student architects to architecture as a complex and pluralistic cultural endeavor.

At the same time that it explores the richness of architecture culture, the program seeks to provide an orderly system for integrating the various aspects of architectural study. Therefore, the curriculum is broadly divided into the study of history and theory, technology, visual studies and methods, and design. Learning about architecture involves, on the one hand, examining those historical, social, cultural, technical, and economic forces that shape buildings; on the other hand, it means mastering these forces with means traditionally available to the architect and the latest experimental concepts and techniques. The design studio is the main focus of the curriculum in that it offers the opportunity to integrate and synthesize what is being studied. In general, the program seeks to impart basic principles and knowledge, to develop visual and analytical skills, and to relate creativity to given cultural situations. It is hoped that architects, thus trained, will be able to use their knowledge and insight by responding to and improving the built environment.

## ADMISSIONS

### Eligibility

The M.Arch. at Columbia is the first professional degree in architecture; therefore, students who already hold a professional degree (such as the five-year B.Arch. degree) are not eligible to apply to the program. Students who have studied architecture in nonprofessional programs (such as a four-year program in architecture) may apply, with the possibility of obtaining advanced standing for some course work. Prior architectural study is not a requirement. Regardless of prior experience, all students fill out the same application forms and send supporting materials (as described below). Applications and all supporting materials are due on December 15th. Students are admitted to the M.Arch. Program for the fall term only.

### Academic Preparation

1. All applicants must have, at the time of first registration, an undergraduate degree from an accredited college or university. Applicants are required to take the Aptitude Test of the Graduate Record Examination. Information may be obtained from the Graduate Record Examination, Educational Testing Service, Box 955, Princeton, NJ 08540 (Web site: [www.gre.org/atglance.html](http://www.gre.org/atglance.html)).
2. Applicants who have no prior background in architecture must complete a course in architectural graphic presentation as a prerequisite for the Core Studio Sequence, before first registering in the M.Arch. Program.
3. To fulfill the prerequisite for the History/Theory Course Sequence, all applicants must have completed a 3-point survey course in architectural history dealing with any of the following periods: classical to Renaissance, Renaissance to modern, or modern.
4. To fulfill the prerequisites for the Building Technologies Course Sequence, all applicants must have completed a 3-point course in general physics or two 3-point calculus courses.

Applicants are required to complete the following course work: one term of studio in the visual arts (drawing, painting, or sculpture). In addition, a reading knowledge of a modern foreign language and a survey course in

architectural history are required.

### *Portfolio*

In addition to the application form and supporting documents, applicants must submit a portfolio showing evidence of their visual acuity and graphic abilities: paintings, drawings, prints, graphic designs, or architectural drawings. It should contain at least ten to twelve items and it is recommended that evidence of freehand drawing skills be included. Submitted materials, either original work or reproductions of the originals, should not exceed 8.5 by 11 inches and should not measure more than 0.5 inch in thickness. Portfolios exceeding these specifications will be returned before the reviewing period. The pages should not be placed in a ring binder, and each page must be clearly marked with the applicant's name. Please do not send slides or CDs.

After May 15th portfolios will be returned by mail only if sufficient postage is included and the return address clearly indicated.

### *Placement into Studio Sequence*

Students who are admitted into the M.Arch. Program are informed in their letters of admission of the level at which they will enter the Core Studio Sequence. Based on the evidence submitted in the portfolio, the student's status in relation to the prerequisites and requirements of the studio sequence is determined. Placement into a more advanced studio is not done by application or petition, but is determined by a faculty committee during the admissions process. A limited number of students may receive advanced standing points for Architecture A4001 and A4002- Core studio, I and II, thereby reducing the required studio sequence to two years. After the student's status has been determined by the M.Arch. Committee on Admission, it is not subject to further review by the Graduate School of Architecture, Planning, and Preservation. No subsequent petitions for advanced standing in design studio courses are considered. Students who are placed into advanced studios should consult with the admissions office about their curriculum.

### *Transferring Academic Credit*

Students who have completed acceptable architecture course work prior

to entering the M.Arch. Program may apply for advanced standing credit or course waivers in nonstudio courses. No requests for advanced standing credit are considered until official copies of relevant transcripts have been submitted to the Office of Architecture Admissions.

There are two situations in which one may receive advanced standing in the M.Arch. Program: (1) a student who is admitted into the second year of the M.Arch. Program may receive advanced standing for the first-year courses including the two design studios (potentially 36 points); (2) a student admitted into the first year with an undergraduate degree in architecture may receive credit for some courses; credit will be evaluated on an individual basis (maximum 9 points). Information regarding the procedure for students who wish to petition for advanced standing or course waiver is available at the time of first registration in September. Students may receive the approvals from faculty or directors at any time after enrollment. Official transfer of credit by the Columbia University Registrar, however, cannot be entered on the transcript until one year of full-time enrollment in the M.Arch. Program has been completed. Advanced standing forms are available in the Office of the Dean of Admissions and should be returned there for review.

Petitions for advanced standing credit in nonstudio courses are normally reviewed by a faculty member teaching the equivalent course within the Graduate School of Architecture, Planning, and Preservation. Advanced standing credit is awarded only for courses in which students have received a grade of B or better. In some cases, faculty members may ask to see examples of previous course work. Students are advised to have course descriptions and previous course work on hand at September registration to facilitate planning an academic program with an adviser.

Required documentation for advanced placement normally includes official course transcripts, catalog course descriptions, and at least one of the following: a course syllabus, complete course notes, or a complete set of tests, homework, and course-project documentation.

There are three circumstances under which courses can be waived: (1) the student presents evidence of professional experience in related subject matter; (2) the student passes a formal examination on the subject (with the approval of the course instructor); or (3) the student presents evidence of having passed relevant courses at the undergraduate or graduate level. Because waivers do not carry point or course credit, elective courses must

be taken to fulfill the point requirements for the M.Arch. degree. (Students waived from Structures, II; Enclosures and environments, II; Building systems, I; or Building systems, II must take a Building Technologies elective for each course waived.)

## **THE THREE-YEAR M.ARCH. CURRICULUM**

The Master of Architecture Program attempts to distinguish itself from similar programs elsewhere by stressing the importance of developing an understanding of, and an ability to apply, architectural concepts in relation to broader historic and contemporary issues. The objective of the program is to assist the student in developing a theoretical basis for decision making in design, while maintaining intense exposure to a broad spectrum of philosophical, technological, and cultural attitudes. The faculty believes that a variety of pedagogical approaches delivered with clearly defined objectives best suits the needs of the heterogeneous graduate student population.

The program comprises four major components, together forming the educational matrix that is the core of the Columbia experience:

1. An energetic international student body committed to the profession of architecture and with diverse backgrounds in many areas of intellectual endeavor, all contributing to the richness of the program.
2. A faculty of experienced teachers, both practitioners and researchers, all of whom are expected to relate their extracurricular work to their teaching responsibilities.
3. A program of study consisting of lectures, seminars, and studios, whose objectives are definable but whose form is malleable in response to changing cultural attitudes and social needs.
4. A setting of the most effective physical facilities, including classrooms, studios, auditoriums, shops, and libraries. In addition, the cultural milieu of New York City is an ever-present advantage that gives the program its unique qualities.

The focus of the entire program is the Architecture Design Studio. It is a carefully structured three-year course of study that prepares the student

for roles related to the design of buildings and other environmental artifacts. This design activity is augmented by five other areas of study. The History/Theory Sequence broadens the student's perceptions of his or her design activity, through the historical and theoretical examination of the cultural role of design activity. The Building Technologies Sequence prepares the student to understand the structural, constructional, and material consequences and constraints on design decisions. The Visual Studies Sequence provides specialized investigation that complements the normal studio work, including both manual and computer-aided drawing courses. The Methods/Practice Sequence prepares the student to undertake management and professional practice activities. The Elective Sequence, which permits the student to pursue individual interests in architectural and environmental topics, may become, in certain cases, the basis for pursuing advanced study in specialized areas beyond the M.Arch. degree.

## **SUMMARY OF THE MASTER OF ARCHITECTURE PROGRAM**

To graduate with a Master of Architecture degree, a student is required to complete 108 graduate-level course points that are approved by the Graduate School of Architecture, Planning, and Preservation. These course points are a combination of required courses, a certain number of points of distribution course requirements, and elective course points. The courses are divided into the following categories: Studio, History/Theory, Building Technologies, Visual Studies, Methods/Practice, and Elective. Each category (except Elective) has requirements that must be fulfilled. The School reserves the right to institute changes in the curriculum before the expiration date of this bulletin.

### *I. Studio Course Sequence*

The Studio Sequence is the focus of the M.Arch. Program. During the three-year, six-term program each student may study with as many as six different critics. All studio work is subject to formal public design review, and design juries include visiting architects, historians, artists, critics, and engineers, as well as faculty members from the Architecture, Building Design, Urban Design, Planning, Historic Preservation, and Real Estate Development Programs of the School.

The Core Studios are composed of a carefully structured three-term sequence involving a series of interrelated projects that begins with an

examination and utilization of fundamental space-making elements that are directed toward the ordering of hierarchical spatial sequences, the engagement of the phenomena involved in the act of making or constructing, and the occupation of space. Studio projects involve the issues of public and private, urban and suburban, context and program, analysis and invention, among others, and progressively increase in length from two weeks to twelve weeks, with the core skills being gradually supplemented by an increasing amount of experimentation each semester. In the first semester, the students are assigned a teacher and all work on the same design project with many joint sessions with all the teachers and students. In the second semester, all students work on the same design project, but choose from a range of teachers with very different philosophies, and each student is expected to add a unique programmatic element to the shared program. In the third semester, all students work on a social housing project, selecting their teacher and working in pairs.

In the Advanced Studios, themes, programs, and philosophies are defined by the individual critics. These themes and programs both carry an educational objective and present an opportunity for the critic to develop with his or her students a specific area of work or research. The Advanced Studios are intended to build upon the ideas and skills developed in the Core Studios. The range of faculty and studio projects in studio sections allows the student to work with those instructors on projects that will allow specialized design study. The fourth semester completes the transition from the core to the advanced experimental approach. All teachers present the design problem of different institution, interpreted very broadly. In the fifth and sixth semesters, there are no constraints on the theme or approach and all the studios are open to both M.Arch. students and second professional degree students. While the core is stable, the array of advanced studio options is constantly adjusted as new issues, techniques, and strategies emerge. A number of the studios are joint studios with Urban Planning, Historic Preservation, Real Estate Development, and Engineering students.

#### STUDIO REQUIREMENT FOR M.ARCH PROGRAM

A4001	CORE STUDIO I	9 pts
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A4002	CORE STUDIO II	9 pts
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A4003	CORE STUDIO III	9 pts
A4004	ADVANCED STUDIO IV	9 pts
A4005	ADVANCED STUDIO V	9 pts
A4006	ADVANCED STUDIO VI	9 pts
	TOTAL	54 pts

## *II. History / Theory Course Sequence*

The History/Theory curriculum stresses a broad social and cultural approach to architecture history. Architecture history is not seen primarily as stylistic evolution, but rather in terms of a rich matrix of parameters-political, economic, artistic, technological, and theoretical-that have had a role in shaping the discipline. Most instructors of architecture history at GSAPP have both professional and academic degrees. A shared intention is to understand the relations between practice and a historical perspective.

The course offerings are structured to provide each student with an opportunity to gain both a broad general background in architecture history and a degree of specialized knowledge in areas of his or her selection. The architecture history classes within the School are supplemented by classes in the Department of Art History and Archaeology, and students are especially encouraged to take art history courses examining pre-1750 and non-Western topics. Students may also take courses in other departments of the University, such as history and philosophy, providing they meet basic distribution requirements.

**Prerequisite for Entry into M.Arch. Program:** Any 3-point survey course in the history of architecture. A broad survey of world architecture is especially recommended.

**Requirements for M.Arch. Program:** Two 3-point courses.

A4348	HISTORY OF ARCHITECTURE I: 1700 - 1850	3 pts
A4349	HISTORY OF ARCHITECTURE II: 1850 - 1945	3 pts

If a student has taken a similar class or classes, he or she may petition the professor of the class to waive the requirement.

**Distributional Requirements for M.Arch. Program:** The four courses must be chosen from five categories: (1) Pre-1750, Non-Western, (2) Modern: 1750 to the Present, (3) Urban Society, (4) American, and (5) Non-Western. Students are expected to combine breadth in those fields they have not previously studied with in-depth seminars in at least one of these categories. At least one of the distribution areas must be Pre-1750, Western, and one in Non-Western architecture, unless waivers are granted. Each term's course schedule will identify those courses fulfilling the distribution requirements. History/Theory courses are listed on pages 29-36. Other courses may be found in the Art History Department's course listings.

### *III. Building Technologies Course Sequence*

The Building Technologies curriculum is based on the belief that architects benefit by using a basic knowledge of technical systems to help generate a building's spaces, forms, and expression. Accordingly, the curriculum develops an understanding of contemporary technical-utilitarian systems and explores their resolution in relation to programmatic development and spatial design.

The six-course, required sequence begins by outlining the environmental conditions that habitable spaces respond to and by describing the physical characteristics of building components. Next, individual building systems—including (primarily) structure, building enclosure, environmental conditioning, and information management—are described in depth. For each system studied, various design strategies, materials, fabrication techniques, and didactic built works are explored. Field trips, laboratory demonstrations, and short design problems augment class study. As both qualitative and basic quantitative concepts are mastered, the curriculum shifts its focus to increasingly complex systems serving entire buildings. The sequence's last two courses (Architectural Technology IV, V) concentrate on how these systems are detailed, interact with each other, and inform a building's spaces and formal expression-first through in-depth case studies of entire buildings, and then by the preliminary design of an industrial-loft block. In both courses, students work in teams with structural, mechanical, and building-envelope experts.

Throughout the required sequence, students are encouraged to apply their growing technological knowledge to design problems posed in studio. Occasionally, studios focusing on various relationships between technology, utility, program, and form are offered for third-year students.

**Prerequisite for Entry into M.Arch. Program:** Any 3-point course in general physics or two 3-point courses in calculus.

**Requirements for M.Arch. Program:** Six 3-point courses.

A4111	ARCHITECTURAL TECHNOLOGY I	3 pts
A4123	ARCHITECTURAL TECHNOLOGY II	3 pts
A4220	ARCHITECTURAL TECHNOLOGY III	3 pts
A4221	ARCHITECTURAL TECHNOLOGY IV	3 pts
A4125	ARCHITECTURAL TECHNOLOGY V	3 pts
A4XXX	ARCHITECTURAL TECHNOLOGY VI	3 pts
TOTAL		18 pts

**Electives for M.Arch. Program:** Advanced electives supplement the required curriculum and provide the basis of study for those students entering the school with a strong technical background. The electives focus on recent technological developments and their impact on design, and the historical relationships between technology, philosophy, politics, and architecture. These courses take advantage of New York's professional practitioners working with the technological "state of the art." The diverse views of architectural technology held by both the School's design and technology instructors are reflected in, and thereby strengthen, the elective offerings.

Electives are open to all students in the School, subject to the prerequisites listed in the course descriptions. Students waived out of Structures, II; Enclosures and environments, II; Building systems, I; or Building systems, II, must take a course from the following list for each waived course. Some

courses are not offered every year. Additional technology electives are taught occasionally.

#### BUILDING TECHNOLOGY ELECTIVES FOR M.ARCH PROGRAM

A4118	EXALTED STRUCTURE	3 pts
A4684	SUSTAINABLE DESIGN	3 pts
A4707	DIGITAL DETAILING: SIMULATION & ANALYSIS	3 pts
A4776	INFRASTRUCTURE: MAN, MACHINE & AUG. OF EARTH	3 pts
A4781	SURFACE, SCREEN & STRUCTURE	3 pts
A4783	WORKFLOW: DESIGNING INDUSTRY	3 pts
A4788	MODULAR ARCHITECTURE	3 pts
A4378	LIVING ARCHITECTURE I & II	3 pts

#### *IV. Visual Studies Workshops*

The Visual Studies Sequence is intended to develop and improve the student's capacity for graphic representation of three-dimensional architectural form and space. It is intended as a corollary to Architecture A4001 and A4002-Core studio, I and II, and involves the presentation and utilization of increasingly sophisticated and precise drawing techniques, both drafted and freehand.

**Requirements for M.Arch. Program:** One 3-point course and 3 points of electives are required in the Visual Studies sequence.

A4509	ARCHITECTURAL DRAWING & REPRESENTATION II	3 pts
A4511	VISUAL STUDIES ELECTIVE	3 pts

## VISUAL STUDIES ELECTIVES FOR M.ARCH PROGRAM

A4524	TOPOLOGICAL STUDY OF FORM	1.5 pts
A4525	SIMULATION ORIGIN OF TANGIBLE FORM	1.5 pts
A4534	TECHNIQUES OF THE ULTRAREAL	1.5 pts
A4542	IMAGINING THE ULTRAREAL	1.5 pts
A4676	ARCHITECTURAL PHOTOGRAPHY I	1.5 pts
A4612	ARCHITECTURAL PHOTOGRAPHY II	1.5 ptss
A4711	SEARCH: ADVANCED ALGORITHM	1.5 pts
A4715	RE-THINKING BIM	1.5 pts
A4716	GRAPHIC PRESENTATION	3 pts
A4118	CINEMATIC COMMUNICATION	1.5 pts
A4730	ADAPTATIVE FORMULATIONS 01	1.5 pts
A4731	ADAPTATIVE FORMULATIONS 02	1.5 pts
A4741	FIELD OF PLAY: AGENCY IN MAPPING SITE	1.5 pts
A4747	PARAMETRIC REALIZATIONS	1.5 pts
A4748	SPECIAL TOPICS IN FABRICATION: FORMWORKS	1.5 pts
A4752	SWARM INTELLIGENCE 01 & 02	1.5 pts

A4766	ANIMATED COMPUTATION 01	1.5 pts
A4787	BEYOND THE OUTLET	1.5 pts
A4794	BODY CRAFT	1.5 pts
A4798	CRAFT IN THE DIGITAL AGE	1.5 pts
A4799	MONTAGE CITY: FILMMAKING AS SITE ANALYSIS	1.5 pts
A4801	ENCODED MATTER	1.5 pts
A4812	MANAGING COMPLEXITY	1.5 pts
A4813	INTEGRATED PROJECT DELIVERY	1.5 pts
A4814	HACKING THE URBAN EXPERIENCE	1.5 pts
A4815	X INFORMATION MODELING	1.5 pts
A4816	CLIMATIC DESIGN & CONCEPTUALIZATION	1.5 pts
A4817	BINARY SPACE PARTITION	1.5 pts

#### *V. Methods / Practice Course Sequence*

The Methods/Practice Sequence introduces the student to various aspects of professional practice including computer-aided design, project and office management, developmental processes, legal and planning regulation, etc. These serve as an introduction to areas to be further developed during the three-year apprenticeship period (following completion of the M.Arch Program) required for professional licensing.

**Requirements for M.Arch. Program:** Two 3-point courses are required.

A4509	ARCHITECTURAL DRAWING & REPRESENTATION I	3 pts
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A4511	PROFESSIONAL PRACTICE	3 pts
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## *VI. Electives*

In addition to those courses listed above in categories II-V, any of which may be taken as an elective, courses offered by the Urban Planning and Historic Preservation Programs when taken as electives may be applied toward completion of the M.Arch. degree.

**Electives in Other Schools and Departments :** Students may choose courses from other schools and departments of the University for M.Arch. elective credit. These courses should be directly related to the student's professional program within the School, and these courses must be at the graduate level (course numbers 4000 and above). Exceptions may be granted only by the dean or course sequence directors. Approval for these courses must be obtained during the registration period for the semester during which they are to be taken and provided to the Office of Admissions.

## *VII. Summer Courses*

Summer Studio See page 97 for description.

M.Arch. degree candidates must be matriculated in the program for at least two years (72 points). A maximum of two research courses may be taken toward the M.Arch. degree. A total of 108 points are required for the M.Arch. degree.

## EXAMPLE OF THREE-YEAR M.ARCH CURRICULUM

### TERM 1 (FALL)

A4001	CORE STUDIO I	9 pts
A4111	ARCHITECTURAL TECHNOLOGY I	3 pts
A4348	HISTORY OF ARCHITECTURE I: 1750 - 1850	3 pts
A4221	ARCHITECTURAL DRAWING & REPRESENTATION I	3 pts
TOTAL		18 pts

### TERM 2 (SPRING)

A4002	CORE STUDIO II	9 pts
A4123	ARCHITECTURAL TECHNOLOGY II	3 pts
A4348	HISTORY OF ARCHITECTURE II: 1850 - 1945	3 pts
A4221	ARCHITECTURAL DRAWING & REPRESENTATION II	3 pts
TOTAL		18 pts

### TERM 3 (FALL)

A4003	CORE STUDIO III	9 pts
A4123	ARCHITECTURAL TECHNOLOGY III	3 pts

A4348	ARCHITECTURAL TECHNOLOGY IV	3 pts
AXXXX	HISTORY / THEORY DISTRIBUTION	3 pts

TOTAL 18 pts

TERM 4 (SPRING)

A4004	ADVANCED STUDIO IV	9 pts
A4123	ARCHITECTURAL TECHNOLOGY V	3 pts
A4348	HISTORY / THEORY DISTRIBUTION	3 pts
A4221	VISUAL STUDIES ELECTIVE	3 pts

TOTAL 18 pts

TERM 5 (FALL)

A4005	ADVANCED STUDIO V	9 pts
A4123	ARCHITECTURAL TECHNOLOGY VI	3 pts
A4348	HISTORY / THEORY DISTRIBUTION	3 pts
A4221	PROFESSIONAL PRACTICE	3 pts

TOTAL 18 pts

TERM 6 (SPRING)

A4006	ADVANCED STUDIO VI	9 pts
A4123	HISTORY / THEORY DISTRIBUTION	3 pts
A4348	HISTORY OF ARCHITECTURE II: 1850 - 1945	3 pts

A4221

ARCHITECTURAL DRAWING & REPRESENTATION II

3 pts

TOTAL

18 pts

## Design Studio: Master of Architecture Program

The following faculty members teach or have recently taught in the design studios:

Amale Andraos, Michael Bell, David Benjamin, Eric Bunge, Lise Anne Couture, Hernan Diaz Alonso, Markus Dochantschi, Charles Eldred, Michele Fornabai, Kenneth Frampton, Douglas Gauthier, Leslie Gill, Cristina Goberna, Mario Gooden, Urtzi Grau, Toru Hasegawa, Laurie Hawkinson, Juan Herreros, Mimi Hoang, Phu Hoang, Steven Holl, Jeffrey Inaba, Jeffrey Johnson, Janette Kim, Karel Klein, Craig Konyk, Christoph Kumpusch, Laura Kurgan, Frederic Levrat, Giuseppe Lignano, Scott Marble, Reinhold Martin, Jergen Mayer, Michael Morris, Kate Orff, Philip Parker, Richard Plunz, Mark Rakatansky, Francois Roche, Karla Rothstein, Lindy Roy, Yehuda Safran, Hilary Sample, Shohei Shigematsu, Galia Solomonoff, Ada Tolla, Bernard Tschumi, Marc Tsurumaki, Kazys Varnelis, Enrique Walker, Mark Wasiuta, Mabel Wilson and Soo-in Yang.

<b>A4001</b>	Core Studio I Open to M.Arch Degree Candidates Only	9 pts
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Fundamental design issues are examined through a series of interconnected problems designed to develop a capacity for conceiving architectural form as a hierarchical spatial sequence and focusing on the elemental constructive forms of line, plane and volume.

<b>A4002</b>	Core Studio II Open to M.Arch Degree Candidates Only	9 pts
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Fundamental design issues are examined through a series of interconnected problems designed to develop a capacity for conceiving architectural form as a hierarchical spatial sequence and focusing on the elemental constructive forms of line, plane and volume.

<b>A4003</b>	Core Studio III Open to M.Arch Degree Candidates Only	9 pts
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Fundamental design issues are examined through a series of interconnected problems designed to develop a capacity for conceiving architectural form as a hierarchical spatial sequence and focusing on the elemental constructive forms of line, plane and volume.

<b>A4001</b>	Advanced Studio IV Open to M.Arch Degree Candidates Only	9 pts
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Fundamental design issues are examined through a series of interconnected problems designed to develop a capacity for conceiving architectural form as a hierarchical spatial sequence and focusing on the elemental constructive forms of line, plane and volume.

<b>A4001</b>	Advanced Studio V Open to M.Arch Degree Candidates Only	9 pts
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In this semester, a form of specialization takes place. Instructors are encouraged to propose themes or programs with distinct emphasis in a particular area of architectural knowledge. These programs may coincide with the research of the individual faculty members. Hence, programs are offered with a focus on urban design, on historic preservation, on particular cultures or climates, on low-cost housing, etc.

<b>A4001</b>	Advanced Studio VI Open to M.Arch Degree Candidates Only	9 pts
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The final semester (spring) provides students with a unique opportunity to make clear statements about their own attitudes toward the world they are about to enter. Within the general or specific theme of investigation proposed by the studio critic, the student is expected to design a key piece of work that addresses relevant architectural and urban issues.







# **MASTER OF SCIENCE DEGREE IN ADVANCED ARCHITECTURAL DESIGN (MSAAD)**

**DIRECTOR: Mr. Enrique Walker**

## **THE PROGRAM**

The Master of Science degree in Advanced Architectural Design is a three-semester program consisting of summer, fall, and spring terms.

The objective of the program is to provide outstanding young professionals who hold a B.Arch. or M.Arch. degree the opportunity to enter into an intensive postgraduate study that encourages critical thought in the context of design speculation. Overall, the program emphasizes an experimental approach to architectural design and research, rigorously grounded in multiple, complex realities. Specifically, the program seeks to engage students in a worldly understanding of architecture that responds to the challenges and possibilities of global urbanization by exploring the city in all its forms; articulate architecture as a cultural practice that combines reflective thought, design experimentation, and ethical responsibilities in an interdisciplinary milieu; produce architectural objects that reflect an open, critical engagement with new and existing technologies.

The advanced studios frequently utilize New York City as a design "laboratory" -a global city that presents both unique challenges and unique opportunities. The required summer lecture course, Metropolis and after, explores architecture's historical and contemporary role with respect to changing notions of the city, while accompanying summer elective courses are conceived as seminars in "strategic thinking." These are all designed to offer students a range of approaches to working with complex cultural and technological issues, while the program as a whole has long been a site for young architects from around the globe to test new ideas and confront changes that affect architecture and cities worldwide.

## **ADMISSIONS**

Applications are due February 15. All applicants for admission to the program must have a B.Arch. or M.Arch. degree or the equivalent. In addition to the application form and required supporting documents, applicants must submit a portfolio containing examples of their architectural designs, particularly from the last two years of undergraduate

training. The portfolio should not exceed 8.51 by 11 inches, should not measure more than .5 inch in thickness, and should be submitted with the application. The portfolio will be returned by mail only if sufficient postage and packaging are included and if the return address is indicated on the portfolio. Applicants for this program enter in the summer term; they must attend on a full-time basis for three consecutive semesters.

## ORGANIZATION OF THE PROGRAM

The program is viewed as a framework in which both academic and professional concerns are explored. A set of required studios and courses is enhanced by limited and open electives that are shared with other programs in the School and that promote intellectual cross-fertilization among disciplines. A required lecture course on architecture and the city, exclusive to the program, provides grounding for architectural exploration in the studio. "Limited electives" are those School offerings designated as appropriate by the director. "Open electives" are graduate-level courses of the student's choice. Fall and spring studios are shared with final-year Master of Architecture students.

## PROGRAM REQUIREMENTS

The M.S. degree in Architecture and Advanced Architectural Design requires 45 points in the following curriculum. (A minimum of 12 points must be taken each semester).

### TERM 1 (SUMMER)

A6853	DESIGN STUDIO	9 pts
A4511	METROPOLIS	3 pts
	ARGUMENTS	3 pts
	DIGITAL CRAFT	3 pts
	TOTAL	18 pts

TERM 2 (FALL)

<b>A4509</b>	Advanced Architecture Studio V	9 pts
<b>A4511</b>	History / Theory Elective Seminar	3 pts
	Visual Studies Electives	3 pts
	<b>TOTAL</b>	15 pts

TERM 3 (SPRING)

<b>A4006</b>	Advanced Architecture Studio VI	9 pts
<b>A4511</b>	History / Theory Seminar or Visual Studies Elective	3 pts
	<b>TOTAL</b>	15 pts

Note: Students are strongly advised to take one additional 3- or 4-point elective during each term. No extra tuition is charged between 15 and 19 points. Courses may be dropped until the tenth week into the semester for fall and spring terms. Summer courses may be dropped until two-thirds of the class meetings have been held.

## **COURSES OF INSTRUCTION**

<b>A4001</b>	Design Studio Open to MSAAD Degree Candidates Only	9 pts
<b>Architecture A6853, A4005, and A4006</b>	<b>Design studios.</b>	<b>9</b>
<b>pts</b>		
<b>The staff.</b>		

Provides an opportunity for qualified and experienced architects to bring design projects to a high degree of resolution and refinement. The procedure is one of continual design and redesign. Other short exercises are frequently given during the three-term period.

**Architecture A4402 Metropolis** 3

**pts**

**Mr. Martin.**

For a complete description, see course listing under Architecture-History/Theory.





# MASTER OF SCIENCE DEGREE IN ARCHITECTURE AND URBAN DESIGN

DIRECTOR: Mr. Richard Plunz

## THE PROGRAM

The Master of Science degree in Architecture and Urban Design is oriented toward architects who have already received a professional degree and who wish to concentrate further on the study of design considerations related to urban form.

Urban Design introduces a way of thinking about the city that is more complex and inclusive than architectural design, yet more form oriented than the discipline of urban planning. The course work explores this realm between architecture and planning, as well as such areas as cultural theory, sociology, urban ecology, geography, economics, and real estate. The base endeavor, however, is architectural design, which serves as a catalyst for incorporation of wide-ranging perspectives from other disciplines. In this sense, the program is considered experimental, exploratory, and unorthodox in comparison to the established canons of the traditional architectural design studio. The faculty are committed to the architectural investigation of urban phenomena on all scales. In one sense, the curriculum attempts to further the role of urban design as a form of critical inquiry. The theoretical base originates with the 1960s, when the present critique of "modernist" urbanism first developed. Crucial to this foundation are such diverse tendencies as the Situationist International in Europe, the "Collage City" adherents in the United States, and the so-called "systems approach" that emerged universally out of the beginnings of the cybernetic age.

The curriculum engages the state of twenty-first-century urbanism, especially of those cities that have come of age in the modern industrial era and now face the transition to new forms and meanings. A dialogue is woven between New York City, which is the primary focus of the program, and other world capitals with analogous contemporary conditions. It also moves between the recent theoretical debate on future urbanism and applied projects that directly engage the realities of the transformation of the post-industrial city. In this way, the program attempts to engage both the daily reality of our urban condition and the theoretical abstraction of

current academic debate—not one to the exclusion of the other.

The Urban Design Program embraces a special relationship between the design studio and the New York City region through collaboration with government agencies and other public interest constituencies. This collaboration interjects a heightened degree of reality and immediacy within the academic program; and in return it gives public institutions a valuable resource for exploration of critical issues. In the final semester the focus shifts to one or two other world cities comprising a similar collaboration with the appropriate local agencies and constituencies. Recent studios have worked in Antwerp, Barcelona, Belgrade, Brisbane, Brussels, Bucharest, Caracas, Istanbul, London, Mexico City, Mostar, Naples, Prague, Rome, and Seoul. Problems raised by all of the studios connect to concrete urban situations from which inquiry proceeds to a particular balance of “real” and “theoretical,” depending on specific circumstances. Graduates gain the conceptual tools with which to manage the complexities of design intervention as a catalyst for urban development.

## **ADMISSIONS**

Applications are due February 15. All applicants for admission to the program leading to the M.S. degree in Architecture and Urban Design must have a B.Arch. or M.Arch. degree or the equivalent. In addition to the application form and required supporting documents, applicants must submit a portfolio containing examples of their architectural designs, particularly from the last two years of undergraduate training. The portfolio should not exceed 8.5 by 11 inches, should not measure more than .5 inch in thickness, and should be submitted with the application. The portfolio will be returned by mail only if sufficient postage and packaging are included and the return address is indicated on the portfolio. The Graduate Record Examination (GRE) is not required.

Applicants for this program enter in the summer term; they must attend on a full-time basis.

## **ORGANIZATION OF THE PROGRAM**

The core of the Urban Design curriculum is the three-semester sequence of related studios and seminars. In summary, the material of the first-semester studio represents an introduction to the morphology of New York, from center to inner periphery to edge city. The first semester seminar

provides an overview of the contemporary literature on the question of postindustrial urbanism. The second semester studio is focused in detail on the singular issue of rebuilding older urban areas within the New York region. Its seminars investigate the question of anonymous urban fabric with comparative study of New York and other world cities. The topic of the third-semester studio moves to another city for comparative purposes, and is primarily engaged with the issue of restructuring and rebuilding the nineteenth- and twentieth-century fabrics. The seminars continue to explore recent theoretical debate focused on the problematic of public space in the 21st-century city.

## **PROGRAM REQUIREMENTS**

The M.S. degree in Architecture and Urban Design requires 45 points in the following curriculum:

### **Term 1 (Summer)**

A6849	Urban design studio, I	9 pts
A6836	Urban design seminar, I	3 pts
A6824	Reading New York urbanism	3 pts
		Total: 15 pts

### **Term 2 (Spring)**

A6850	Studio, II	9 pts
A6837	Urban design seminar, IIA OR	3 pts
A6832	Urban design seminar, IIB Open elective	3 pts
		Total: 15 pts

### **Term 3 (Spring)**

A6851	Studio, III	9 pts
A6838	Urban design seminar, IIIA OR	3 pts
A4688	Urban design seminar, IIIB Open elective	3 pts

		Total: 15 pts
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Note: Students are advised to take one additional 3- or 4-point elective during each term. No extra tuition is charged between 15 and 19 points. Students requiring an introduction to computer modeling and multimedia techniques will be required to register for Architecture A4528-Digital modeling for urban design in the summer term.

## **COURSES OF INSTRUCTION**

### **Architecture A6849 Urban design studio, I.**

**9**

**pts**

**Ms. Kahn, Coordinator.**

An introduction to issues and methods of the subsequent urban design studios. Three short projects form the basic studio structure: (1) Analytic introduction to the morphology of the city, from center to inner periphery to edge city. (2) Esquisse development urban design models in typical conditions explored above, with development of a single complex urban design thematic program. (3) Application of the program to a central city-specific site.

### **Architecture A6850 Urban design studio, II.**

**9**

**pts**

**Mr. McGrath, Coordinator.**

A semester-long urban design project that explores at various scales proposals for rebuilding the abandoned inner-city neighborhoods. The project involves regional infrastructure, nodes of development, and diverse programmatic elements set in a large, deteriorated site condition (to be coordinated with various public agencies).

### **Architecture A6851 Urban design studio, III.**

**9**

**pts**

**Mr. Plunz, Coordinator.**

A single project explores the making of urban fabric rather than urban monument. It also explores multifunctional programmatic invention, which

can reflect possible future urbanities. Emphasis is placed on developing the morphology for an urban block, together with a support infrastructure capable of directing repetition and transformation. The study of New York City is expanded to a comparative proposal for another world city.

**Architecture A4005 Joint urban design/architecture studio. 9 pts**

**The staff.**

This studio option is offered in the fall semester to encourage exchange between the Urban Design and Architecture curricula. Thematically, the studio investigates cultural catalysts in urban development. The studio is open to M.Arch. and MSAAD students. Students collaborate to explore questions that include the economic role of urban development, relations between the production and consumption of culture, urban cultural displacements and social class, and the design of public space as civic activity.

**Architecture A4528 Digital modeling for urban design. 3**

**pts**

**Messrs. McGrath and Hayutin.**

Introductory class for architects with limited or little background in digital techniques of urban representation. Focuses on computer modeling, animation, and depiction, using the Macintosh-based applications of Premiere, Director, Dreamweaver, and Flash. Also includes an introduction to geographical information systems and the integration of statistical data with methods of formal and spatial representation.

**Architecture A6824 Reading New York Urbanism. 3**

**pts**

**Messrs. Diaz Alonso and Hayutin**

Investigation of theoretical issues related to the contemporary city, using New York City as a laboratory and test case. The course provides critical, analytical, and graphic tools with which to undertake complex problems of urban design with emphasis on digital representation.

**Architecture A6836 Urban design seminar, I 3**

**pts**

**The post-urban American city.**

**Mr. Chasin.**

Provides an introduction to 20th-century American urban and suburban landscapes with a concentration on post-1945 transformations. The seminar charts the history of the dual processes of regionalization and centraliation which have shaped, and continue to shape, the built landscape. In this light, the history of the “post-urban city” is scrutinized in three broad areas: formative processes; theoretical responses by urban designers, planners, and architects; and the nature and character of realized projects.

**Architecture A6837 Urban design seminar, IIA**

**3**

**pts**

**Case studies within the modern urban fabric.**

**Mr. Plunz.**

Exploration of the language of autonomous urban fabric examined for a range of large cities in relation to comparable New York contexts. Emphasis is placed on housing form as a principal generator of indigenous urban texture and identity. The first part of the seminar focuses on the evolution of the New York City fabric through a series of lectures. The second part is organized around student presentations of case studies comparing several large cities in relation to their characteristic fabric types.

**Architecture A6832 Urban design seminar, IIB:**

**3**

**pts**

**The prefiguration of contemporary urban form.**

**Mr. Conard.**

The seminar introduces the notion of urban form coding as a method of both articulating the culture of urban form and of conceiving growth strategies. The question of zoning is explored, beyond the explicit goals of regulating and controlling land-use functions or as a means of enhancing real estate values. The course is intended to introduce the student to a range of land-use tools, and also to encourage a critical inquiry into the ends served by these tools, and the skills needed to effectively participate in discussions regarding these regulatory frameworks. Students are encouraged to develop the cross-disciplinary skills that can be applied in the practice of urban design, and to consider whether the skills typical of

architecture, planning, or urban design are suited to these challenges.

**Architecture A6838 Urban design seminar, IIIA** 3

**pts**

**Urban design competitions-constructing urbanisms.**

**Ms. Kahn.**

The design competition is the vehicle for exploring the contours of contemporary urban design discourse and practice. This seminar examines urban design competitions as a source of “field formation.” By closely studying how competitions frame design challenges, delineate sites, structure juries, and assess submissions, specific insights are gleaned about contemporary attitudes toward urban design.

**Architecture A4688 Urban design seminar, IIIB** 3

**pts**

**Public space and recombinant urbanism.**

**Mr. Shane.**

This seminar examines how cities grow, developing public space and density, followed by possibly declining or switching to a lower-density regional city model over time. The emphasis is on the rules that generated the initial growth and on how they are transformed in later iterations, innovations, or repetitions. A major focus is on the relations between the public spaces in different growth patterns in the city and the changing relations between them.







# **MASTER OF SCIENCE IN CRITICAL, CURATORIAL, AND CONCEPTUAL PRACTICES IN ARCHITECTURE (MSCCCP)**

DIRECTOR: Felicity D. Scott

## **THE PROGRAM**

The Masters of Science in Critical, Curatorial, and Conceptual Practices in Architecture (CCCPArch) is designed to offer advanced training in the fields of architectural criticism, publishing, curating, exhibiting, writing, and research through a two-year, full-time course of intensive academic study and independent research. The program recognizes that architectural production is multi-faceted and that careers in architecture often extend beyond traditional modes of professional practice and academic scholarship, while at the same time reflecting and building upon them. The CCCPArch program includes a mixture of required core classes, elective lectures, and seminars, and it culminates in the preparation of an independent thesis under the supervision of an advisor from the Graduate School of Architecture, Planning and Preservation (GSAPP). This could take the form of a written thesis or other sustained demonstration of rigorous, original research or it could involve the conceptualization, design, and even production of an exhibition, publication, or detailed prospectus thereof. The GSAPP faculty is unparalleled in offering a wide-range of expertise in the history, theory, and criticism of architecture, urban design, landscape, preservation, and spatial politics as well as in the conceptualization and production of publications and exhibitions. The CCCPArch program's emphasis is on forging new critical, theoretical, and historical tools, and producing new concepts and strategies for researching, displaying, and disseminating modern and contemporary architecture and closely related fields. The program is aimed at those with a background in architecture who wish to advance and expand their critical and research skills in order to pursue professional and leadership careers as architectural critics, theorists, journalists, historians, editors, publishers, curators, gallerists,

teachers, and research-based practitioners. Applicants might be seeking further academic training or specialization after a professional degree or years of teaching, or even at mid-career. They might also have worked in a related field and be seeking an academic forum to develop additional specializations in architecture. The program also provides the highest level of preparatory training for application to Ph.D. programs in architectural history and theory.

## **ADMISSIONS**

Applications are due January 15. All applicants for admission to the program must have a minimum of a four year bachelor degree or equivalent, including no less than 4 classes in architecture, architectural history, or a related form of aesthetic or cultural practice. Applicants who do not hold a B.Arch or M.Arch degree or the equivalent should demonstrate a substantive interest in architecture and/or urbanism through providing evidence of work in either history, theory, criticism, research, design, or curatorial practice. This can take the form of written documents or a visual portfolio. Visual acuity and interest in undertaking independent research and original projects are crucial for all applicants and submission of a portfolio of writing or visual material is strongly encouraged. The portfolio should not exceed 8.51 by 11 inches, should not measure more than .5 inch in thickness, and should be submitted with the application. The portfolio will be returned by mail only if sufficient postage and packaging are included and if the return address is indicated on the portfolio. Submission of a CV is also optional with the application. Applicants for this program enter in the fall term; they must attend on a full-time basis for four consecutive semesters.

## **DEGREE REQUIREMENTS**

The M.S. degree requires 48 points of credit (10, three point classes plus the completion of two semesters of 9 credit M.S. thesis). Students must enroll in 12 points min. each semester. Coursework Required courses: In their first year, students are required to take both semesters of the

specialized CCCPArch Colloquium. The Fall Colloquium addresses the critical formulation, history, and legacy of a range of seminal architectural writings, publications, conferences, and exhibitions as well as investigating their institutional, social, and political context. The Spring Colloquium is an advanced methods course focused on contemporary modes of theoretical, critical, and historical research and scholarship and their relation to practice. Its primary aim is to provide students with an understanding of the contemporary state of the discipline of architecture and its modes of interrogation as well as with further intellectual tools through which to situate their own research. While both colloquia are under the direction of an individual faculty member, they may also include guest speakers addressing aspects of their own practice. Together these colloquia provide a focused forum for the critical examination of a range of architectural practices and debates and for ongoing discussion regarding the students' own development of strategies of research, writing, publication, and exhibition. In the second year students are required to enroll in CCCPArch Thesis I (Research) in the Fall and CCCPArch Thesis II (Writing/Production) in the Spring. These are the primary forums for development of and feedback on the students' independent research and are under the direction of a primary advisor, with whom students should meet at regular intervals during both semesters to discuss progress on their work.

**Elective courses:** In addition to required classes, students take a mixture of lecture and seminar courses offered by the GSAPP. Students who do not have extensive background in architecture may be advised or even required to enroll in specific lecture classes. Up to two elective classes can be taken in departments outside the GSAPP and up to two can be taken as independent studies. Electives can also be satisfied by working on a project with the Department of Publications or Department of Exhibitions, with the Temple Hoyne Buell Center for American Architecture, or with one of the many Labs and Experimental Units at the GSAPP, subject to project approval both by those directors and the director of the CCCPArch program. Of the ten courses required to complete the degree, students usually complete eight courses in the first year, including the two colloquia,

four seminars, and two lectures. The second year typically includes two additional elective courses, either lectures or seminars, in addition to registering for the two CCCPArch Thesis courses. Thesis The thesis is typically undertaken under the supervision of a GSAPP faculty member. In special cases, and subject to approval by the program director, a student's thesis can be supervised by an appropriate outside specialist relevant to their project, such as a curator or editor. Second year students make a presentation of their thesis research to GSAPP faculty and invited guests at the end of the Fall semester and defend their Thesis in a public review format at the end of the Spring semester.

### **TYPICAL COURSE OF STUDY**

A4032	CCCPArch Colloquium I:	
	Operating Platforms: Publications, Exhibitions, Research	3 pts
	Elective lecture	3 pts
	Elective Seminar	3 pts
	Elective Seminar	3 pts

A4033	CCCPArch Colloquium II:	
	Contemporary Critical Discourse	3 pts
	Elective lecture	3 pts
	Elective Seminar	3 pts
	Elective Seminar	3 pts

A4040	CCCPArch Thesis I (Research)	9 pts
	Elective Seminar	3 pts

A4041	CCCPArch Thesis II (Writing/Production)	9 pts
	Elective Seminar	3 pts

Total: 48 pts

## **RESOURCES**

Students are able to draw on the remarkable faculty, research, publication, public programming, and exhibition resources at the Graduate School of Architecture, Planning and Preservation. The Avery Library is one of the premier architectural libraries in the world and the Arthur Ross Architecture Gallery has been forging an important paradigm of archive-based exhibitions under the school's "Living Archive" project. Other primary resources include the Department of Publications, the Temple Hoyne Buell Center for the Study of American Architecture, and the many Labs and Experimental Units associated with the school that are working in fields as diverse as experimental publication, spatial information design, responsive systems, infrastructure and poverty action, landscape, networks, memory, and more. Students are expected to take advantage of the extensive programs of lectures, panel discussions, symposia, exhibitions, and other events that form a key part of the curriculum at the school. Visiting workshops will also be led by leading practitioners in the fields of the publication, criticism, and exhibition of architecture, urbanism, and landscape. In addition to course offerings at the GSAPP, students are able to enroll in classes in other parts of the university including the Graduate School of Arts and Sciences, the School of the Arts, and the School of International and Public Affairs, subject to approval by the professor. There are, for instance, many opportunities for collaborative exchange with the M.A. in Modern Art: Curatorial Studies Program of the Department of Art History and Archaeology. Other schools also have extensive public programs. Beyond this, New York City offers unequalled resources for the study of architecture, museums, galleries, and the urban environment, including: the Museum of Modern Art (MoMA), The Storefront for Art and Architecture, The Van Alen Institute, Artists Space, Max Protetch Gallery, Common Room, Ludlow 38, the Center for Urban Pedagogy, The Architects Newspaper, and other museums, galleries, and publishing houses in New York. The GSAPP also has close relations with a national and international network of affiliated museums, galleries

and publications including the Canadian Center for Architecture (CCA) in Montreal, Centres Georges Pompidou in Paris, The Center for Land Use Interpretation in Los Angles, San Francisco Museum of Modern Art, ACTAR Editorial, Domus, Abitare, and others.

## **OTHER**

This is a non-professional degree, and does not satisfy requirements for the professional licensing exam.





# **THE PH.D. PROGRAM IN ARCHITECTURE (HISTORY AND THEORY)**

**DIRECTOR:** Mr. Reinhold Martin

**Ph.D. Committee:** Mr. Barry Bergdoll (Art History)

Mr. Kenneth Frampton

Ms. Mary McLeod

Ms. Robin Middleton (Art History)

Ms. Gwendolyn Wright

**Associated Faculty:** Mr. Reinhold Martin

Mr. Mark Wigley

## **The Program**

The doctoral program addresses the development of modern architectural form and ideas as they have been affected by social, economic, and technological change. In broad terms it encompasses the relations between the profession, practice, civil institutions, and the society at large. The main focus of the program is the history and theory of modern architecture and urbanism from 1850 to the present. We are especially seeking students interested in avant-garde and post-avant-garde developments, the history of American architecture and urbanism, the evolution of colonial and postcolonial architecture, and the cultural impact of modernization in Europe. The program concentrates on architectural production of the past fifty years and, in particular, on the evolution of contemporary architectural theory and practice. The program is administered by a committee of faculty from the Graduate School of Architecture, Planning, and Preservation and the Department of Art History and Archaeology.

## **ADMISSIONS**

This program has been designed to meet the needs of academically trained M.Arch. graduates. Under exceptional circumstances candidates who hold a five-year professional degree or a master's degree in other fields are considered for admission. The acceptance of non-architecture candidates

is contingent, however, upon completion of a design studio in architecture. At the time of registration, all students are expected to have graduate-level fluency in English, both in terms of writing and general discourse. Any necessary remediation should be undertaken prior to enrollment. Because much of the textual material is in languages other than English, candidates must also have reading ability in one of the following foreign languages: French, German, Italian, or Spanish. Similar competency must be attained in a second foreign language drawn either from the above group or in relation to the student's area of specialization. It is recommended this language requirement be fulfilled within the first year of the M.Phil. course. The Ph.D. program is part of the Graduate School of Arts and Sciences. Application forms should be requested from the Office of Admissions, Graduate School of Arts and Sciences, Columbia University, 107 Low Memorial Library, Mail Code 4304, 535 West 116th Street, New York, NY 10027. Applications are due January 1.

## **ORGANIZATION OF THE PROGRAM**

Students are required to spend four semesters in residence during which time they are expected to take thirteen courses (39 credit points), of which eight must be taken for a letter grade. The required academic course work breaks down into the three sections described below. In addition to the doctoral colloquia, five classes should be seminars. It is assumed that these courses will be spread out evenly over the first four semesters of study.

For any course in which a student receives an incomplete, he or she must complete all outstanding course work before the beginning of the next academic year. Those who do not meet these terms will be required to take a leave of absence at their own expense to finish all necessary course work.

At least once each semester students should meet individually with the director of the program and with their adviser. Students are free to change their advisers during the course of their studies.

### **Section 1: Doctoral Colloquia**

All students are required to take four doctoral colloquia over the four-semester sequence. Three of these must be taken for a letter grade.

### **Section 2: Architectural History/Theory**

Students will be required to take at least one course from the following areas of study:

1. Pre-1750 (Western or non-Western)
2. Eighteenth-Century Architecture and Theory
3. Nineteenth-Century Architecture and Theory

These requirements may be modified for students who have had graduate-level courses.

### **Section 3: Social and Critical Studies**

Students should take at least one course outside of Architecture and Art History. Representative departments in the Graduate School of Arts and Sciences with an emphasis on comparative historical and critical studies include: English and Comparative Literature, Germanic Language and Literature, Philosophy, History, Political Science, Anthropology, and Urban Planning. The specific topic and the choice of faculty will be decided in consultation with the student's adviser. M.Phil.

### **M. PHIL EXAMINATION**

The four-semester program has been designed to give doctoral candidates sufficient training for the M.Phil. examination, with a special emphasis on the ability to teach classes in modern architectural and urban development and its relationship to parallel developments in material history and contemporary thought.

The M.Phil. qualifying examination is divided into three interrelated sections:

1. Three revised course work papers;
2. Three essays written in response to specific questions formulated by the examining committee, two pertaining to the major field and one to the minor field;
3. The oral examination.

The qualifying exam will be divided into major and minor fields. These fields are to be determined in consultation with the program faculty. The major

field should be fairly broad and involve cross-cultural comparisons and/or cover at least a century in time, for instance:

1. France, Germany, Italy 1900-1945
2. American Architecture and European Parallels 1850-present
3. Twentieth Century Japanese Architecture and International Modernism.
4. The minor field should focus on another topic, historical or theoretical in character, distinct from the major field.

The examining committee will typically be comprised of three members, two covering the major field and one covering the minor field. In general, at least two members of the examining committee should be drawn from the Ph.D. committee or from the associated faculty. Each student prepares bibliographies in consultation with these faculty. The first part of the exam consists of three essay questions based on these bibliographies. Each member of the committee will be responsible for one question. The papers are to be completed in a three-week period and submitted at least two weeks prior to the oral examination.

## **PH.D. DISSERTATION**

After successfully completing the qualifying examination, each student defends his or her dissertation proposal before a faculty committee, typically composed of the student's thesis adviser and two other readers, at least one of whom should be from the Ph.D. committee or associated faculty.

The student will then be free to pursue his or her research topic independently, in ongoing consultation with the thesis adviser. It is expected that the dissertation be completed approximately two years after the approval of the topic.

The dissertation must be submitted four weeks before the dissertation defense. A copy is to be provided for each member of the examining committee. This committee ordinarily consists of five people, at least three of whom are drawn from the Ph.D. committee or the associated faculty. One member of the committee must be from outside the GSAPP.





# **MASTER OF SCIENCE DEGREE IN URBAN PLANNING (MSUP)**

**DIRECTOR:** Dr. Lance Freeman

## **THE PROGRAM**

The Urban Planning Program has as its mission the education of individuals in the (1) fundamental economic and political processes that shape the built environment of cities, (2) ways in which governments, community-based organizations, private sector actors, and political mobilizations produce and influence these processes, and (3) crafting of collective efforts to improve the quality of life of city residents. The tensions among market forces, civil society, and the goals of planning are of major concern. Particular attention is given to the importance of expert knowledge and the quest for social justice. In pursuit of these goals, the program focuses on the ideas and techniques developed by planners and social activists since the emergence of the planning profession in the early twentieth century. To this, the faculty adds knowledge from the social sciences, architecture and urban design, historic preservation, and the humanities. Columbia University's Urban Planning faculty consists of leading national and international scholars who conduct research in the field of planning as well as highly regarded practicing professionals who connect students to practical issues and perspectives. Recent faculty research has focused on gentrification in Africa-American neighborhoods of New York City, slum dwellers in African cities, minority small business development, office building conversion in Lower Manhattan, informal sector work and gender relations in India, and planning for the World Trade Center rebuilding. The faculty has broad interests that range from water and sanitation in Calcutta and social housing in Germany to affordable housing and the problems of low-wage immigrants in New York City to the rebuilding of neighborhood economies in New Orleans. Throughout the curriculum, the emphasis is on real-world problems and how planners can act to improve the lives of urban residents. In doing so, the program takes the cities of the world as its laboratory. With the program located in New York City, one of the global centers of international commerce and culture and a city experiencing population growth, the faculty looks to the city's planning issues for studios and classroom examples, while students often find their thesis topics there. Still, the problems of cities-whether they be London

or Sao Paulo, Las Vegas or Nairobi-can be understood only in a global context. By the end of their time in the program, students are competent to analyze issues, develop plans, and advise policymakers on the important issues related to the growth and development of cities. They do so with the intent of making cities more just, more equitable, and more prosperous.

## **ADMISSIONS**

Applications are due January 15th. The master's program prepares students from diverse academic backgrounds for careers as professional planners. Applicants typically, but not exclusively, have majored in architecture, engineering, sociology, political science, geography, economics, or urban studies; many also come from backgrounds in the humanities and pure sciences.

The admissions committee reviews all applicants comprehensively, considering their undergraduate academic achievements, personal statement, and related experiences. All applicants are required to take the Aptitude Test of the Graduate Record Examination (GRE). Information may be obtained from the Graduate Record Examination, Educational Testing Service, Box 955, Princeton, NJ 08540 (Web site: [www.gre.org/atglance.html](http://www.gre.org/atglance.html)). Admissions decisions are made blind of the need for financial assistance.

## **PROGRAM ORGANIZATION AND REQUIREMENTS**

The faculty shares a core pedagogical belief that the best professional education takes place in an environment of learning by doing, reinforced by classroom work and group projects. Planners must have a thorough understanding of the economic, social, political, and physical forces that shape the built environment. These beliefs are implemented through program offerings that include familiarity with the range of analytic and research techniques used by planners, a semester-long studio project, and courses in planning history and theory. Formal education is supplemented with varied extracurricular activities, which students are encouraged to attend. Evening guest lectures, faculty-led walking tours, the student newsletter URBAN, and student government meetings are some of the activities that enrich the graduate school experience and create a dynamic educational setting. Students are required to complete 60 points for the M.S. in Urban Planning: 33 points in ten required courses and 27 points between courses in a sector specialization and electives of their

own choosing. Students select a sector of specialization during their first year of study. A minimum of three courses must be taken within a sector to fulfill the sector specialization requirement. A student interested in concentrating in a sector not listed below may construct his or her own specialization, subject to the approval of the planning faculty. Five sectors are regularly offered in the Urban Planning Program: Housing; International Comparative Planning; Physical Planning and Infrastructure Development; Urban Economic Development; and Environmental Planning. The courses fulfilling the sector requirement are marked: H-Housing; I-International; E-Urban Economic Development; P-Physical Planning; and EN-Environmental Planning, in the following course descriptions. Students may take courses offered elsewhere in the University to fulfill some or all of their sector and elective requirements. The program maintains and continually updates listings of courses throughout the University that might be of interest to our students. Each student is required to write a master's thesis during his or her second year of study.

## **DUAL DEGREE PROGRAMS**

For dual degree options in the Urban Planning Program, please consult the Dual Degree Programs section of this bulletin.

### A Typical Two-Year Program

PI A4208	Quantitative techniques	3 pts
PI A6290	Workshop in planning techniques	3 pts
PI A4151	Foundations of urban economic analysis	3 pts
PI A4112	History of urbanization and physical structure of cities	3 pts
	One elective or sector specialization	3 pts
		Total: 15 pts

PI A6001	Urban planning theory	3 pts
PI A6911	Planning studio	6 pts
	One elective or sector specialization	3 pts

	Advanced methods course	3 pts
		Total: 15 pts

PI A6850	Thesis research design and methods (prerequisite for PI A6918)	3 pts
	One sector specialization	3 pts
	Three electives	9 pts
		Total: 15 pts

PI A6052	Planning law	3 pts
PI A6918	Thesis	3 pts
	Three electives or sector specializations	9 pts
		Total: 15 pts

## Courses of Instruction Curriculum Core Courses

**Planning A4112 History of urbanization** 3  
**pts.**  
**and physical structure of cities,**  
**Mr. Sclar.**

A lecture course focused upon the historic emergence of the contemporary practice of urban planning. Beginning with the birth of the industrial city in the 19th century, the course takes its subject matter from early planning attempts such as tenement house regulation and garden cities up to contemporary concerns with postmodernism, new urbanism, and sustainable development. The course focuses principally upon the American experience but also draws from Western Europe.

**Planning A4151 Foundations of urban economic analysis,** 3  
**pts**  
**Mr. Adler.**

Reviews the basic concepts and methods of urban economics, with a major emphasis on location and land-use economics. Examination of both equilibrium-based models and the new critical models derived from analyses of the production process and spatial organization. Formal background in economics is not required.

**Planning A4208 Quantitative techniques,**

**3**

**pts.**

**To be announced.**

An introduction to the quantitative research methods used in planning and public policy analysis. It concentrates on basic statistical concepts, data organization, measurement of central tendencies, and statistical techniques. The software package SPSS is the working tool of the class, which meets twice weekly, including a computer-lab period.

**Planning A6001 Urban planning theory,**

**3**

**pts.**

**To be announced.**

Lectures and discussions on the role of theory in planning practice and an exploration of the theories that guide practice in the various fields of planning. Topics covered include the role of rationality, advocacy, communicative discourse, and gender and pluralism in planning. Students discover their professional identity in the field.

**Planning A6052 Planning law,**

**3**

**pts.**

**Mr. Scherer.**

The constitutional and other legal bases for various land-use controls are studied through judicial decisions. The common law tradition; the police power, taxing power, power of eminent domain; and limitations imposed by the First, Fifth, and Fourteenth Amendments are covered. The approach of lawyers and courts, as differentiated from that of planners, is considered.

**Planning A6290 Workshop in planning techniques,**

**3**

**pts.**

**Mr. Bass.**

Introduces students to the tools of the planning profession. The topics covered include primary data gathering such as land-use surveying; techniques of secondary data analysis such as census analysis, zoning analysis, GIS, report writing; and techniques of data presentation. The class format is formal lectures supplemented by a series of detailed exercises.

**Planning A6850 Thesis research design and methods, 3 pts.**

**The staff.**

Assists students in developing a master's thesis proposal and research framework. The organizing feature of the course is its development of the theory of "rational inquiry" as a basis for scholarly and professional research in the field. It provides students the basic skills in the research design and evaluation methods employed by planners. Lectures and discussions are used to assist students in selecting a thesis topic, forming researchable hypotheses, and devising suitable research designs.

**Planning A6911 Planning studio, 6 pts.**

**The staff.**

A tactical planning course where students work on actual planning projects in New York neighborhoods or cities around the country or abroad. Under the supervision of faculty members, studio participants collaboratively develop planning solutions to real situations confronted by communities and other public service organizations with limited technical-assistance resources. Policy analysis and policy planning are also performed for government agencies at the city and state levels. Includes field work, team consultation, and seminars. The entire planning process is covered, from data collection to client presentation.

**Planning A6918 Thesis, 3 pts.**

**The staff.**

Objective is to guide students through the final stages of thesis preparation and defense, through reviews by peers, faculty members, and practicing professionals, to assist in presenting and synthesizing research findings.

(Planning A6850 and A6918 together constitute the master's thesis requirement.)

## **ELECTIVES AND SECTOR OF SPECIALIZATION COURSES**

Courses fulfilling the sector requirement are marked as follows: (H)-Housing; (I)-International; (E)-Urban Economic Development; and (P)-Physical Planning; (EN)-Environmental Planning.

**Planning A4304 Introduction to housing, (H)**

**3**

**pts.**

**Mr. Freeman.**

This course or the equivalent is prerequisite to other courses in housing and community development. A fundamental understanding of housing in its social and economic aspects. Emphasis on the nature of the housing problem, the dynamics of the housing market, the history and current status of government attempts at intervention in the market, and housing's place in resolving the major public issues of poverty, segregation, and urban growth and decay. Theory and analytic method are stressed.

**Planning A4313 Real estate finance for planners,**

**3**

**pts.**

**Mr. Skrebutenas.**

Provides students with an overview of the development and finance of residential real estate, with a concentration on the development of affordable housing. Students develop an understanding of real estate valuation and of the financial tools necessary to invest in or develop residential housing. Focus is on the basics of real estate finance, covering different methods of investment analysis, tax concepts, leverage, and real estate risk assessment. Many of the techniques covered are applicable well beyond real estate to the financial analysis of any investment or venture.

**Planning A4319 Introduction to environmental planning, 3**

**pts.**

**To be announced.**

The goal of this course is to provide an introduction to the ideas and information necessary to integrate environmental viability and sustainable

development with other primary concerns of urban planners, namely, equity, healthy communities, and economic development. Explores the historical roots of current trends in environmental planning; examines theories that have developed recently to encourage the restructuring and redesign of land use patterns, environmental regulation, and systems of production; and reviews the status of some of the basic methods and processes of environmental planning. These topics are discussed in terms of two practice areas: environmental management (policy and regulatory decisions) and environmental planning (including land-use planning and facility siting). The focus is on providing an overview of the major concepts, actors, methods, and policies used in the decision-making context, while emphasizing practical considerations and local examples.

**Planning A4340 Urban design for planners,**

**3**

**pts.**

**(P)**

**Mr. Fishman.**

Addresses the basics of urban design from a technical perspective. Who does what within this overlapping field of disciplines? How do projects move forward and who is making ultimate decisions? The class seeks to push boundaries. In what ways can the environmental review process be leveraged as an innovative urban design tool? How does one discover a place for creativity or even make a positive difference in a field predominantly defined by developers, bureaucrats, and egotists? With the belief that New York City has a unique way of defining and answering such questions throughout its history, the class investigates these topics as they apply to local projects and decisions.

**Planning A4345 Comparative housing problems and policies,**

**3**

**pts.**

**(H) (I)**

**Mr. Marcuse.**

An exploration of alternative theories of how and why housing policy is formed and with what results tested against the experiences of a number of different countries. The focus is on current housing problems and policies in Western and Eastern Europe. The historical evolution and political, social, and economic context of the housing policies are examined and

contrasted with policies in the United States.

**Planning A4404 Urban transportation planning,** 3  
pts.

(P)

**Mr. Lapp.**

(Not given every year.)

Introduction and overview of transportation modes, the characteristics of travel, trip making, transportation planning policies and procedures, and their effect on the location, development, quality of life, and economic development of urban places and their surrounding metropolitan areas. The trip generating characteristics of various land uses are discussed including their quantity, type, temporal differences, and how they are accommodated by automobiles, mass transit, bicycles, walking, as well as goods and freight movement. Case studies with their component analyses, techniques, and methodologies such as trip generation, modal splits, traffic assignments, volume/capacity concepts, and parking standards are the core of the course.

**Planning A4507 Urban economic development,** 3  
pts.

(E)

**Mr. Friedman.**

An examination of the process of urban economic development in large, mature American cities. Topics include theories of economic development, analytic techniques, and the role of federal and local public policies. Cases of contemporary development projects are used.

**Planning A4518 New patterns of metropolitan development,** 3  
pts.

(E) (P)

**To be announced.**

With much media coverage of the problems associated with urban sprawl, planners on all levels must deal with the implications of modern development patterns. This course examines planning for decentralized metropolitan regions and edge cities, including preservation of community

and environmental systems, infrastructure and transportation planning, and the public and private institutions needed to implement plans.

**Planning A4519 Privatization and the public sector, 3**

**pts.**

**(E)**

**Mr. Sclar.**

Explores the strengths and limits of market approaches to public service delivery and regulation with direct public service provision. Lectures and case studies are used to analyze the relative merits of alternative approaches.

**Planning A4540 Environmental planning, 3**

**pts.**

**(P) (E) (EN)**

**Ms. Northridge and Mr. Sclar.**

This course analyzes the relationship between the physical environment and the quality of urban life. It provides background for understanding the evolving role of land use and environmental regulation in the contemporary practice of urban planning. Topics of inquiry range from global population impacts to local air pollution hot spots. The course is cotaught by planning faculty and faculty from the School of Public Health.

**Planning A4609 Planning in developing countries, 3**

**pts.**

**(I)**

**To be announced.**

The impact of urban population growth and rapid urbanization on housing and urban development are critically examined in this course. Issues related to the demand for shelter and services for the urban poor; the phenomenon of squatting and squatter-built housing are viewed and analyzed against government policies and programs addressing urbanization and housing conditions. These questions and issues are compared in diverse international settings.

**Planning A4682 The new urban spaces of globalization, 3**

**pts.**

**(I)**

**Mr. Marcuse.**

Concrete examination of what characteristics of globalization affect cities, by what mechanisms they operate, and what results they produce. The course explores how those results may be evaluated: what benefits or harms they produce and for whom.

**Planning A6108 Land-use planning,**

**3**

**pts.**

**(P)**

**To be announced.**

An examination of the land-use elements of the comprehensive planning process, including contemporary land use and environmental and developmental issues. Covers the factors influencing land-use decision-making processes, the land-use elements of the comprehensive plan, as well as neighborhood, project, and site planning procedures and techniques. The theoretical foundations of planning are addressed, however the course emphasizes the practical approaches to physical planning issues. Case studies, guest speakers, and practical exercises are utilized.

**Planning A6217 Techniques of project evaluation,**

**3**

**pts.**

**(P)**

**Mr. Adler.**

Introduction to systems analysis and systemic planning. A selective review of major evaluation techniques in the fields of urban planning and urban policy analysis; cost-benefit and cost-effectiveness analysis; PPBS; optimization, goal achievement, scenarios, and Delphi procedures; simulation; and sensitivity analysis. Examination of theoretical issues and of the context and problems that define and constrain urban planning and program evaluation. Review of evaluation studies of various public works projects, development efforts, and services delivery.

**Planning A6330 Site planning and support**

**3**

**pts.**

**systems for development,**

**(P)**

**Mr. Grava.**

A comprehensive review of all design and infrastructure issues involved in land development, including circulation, utilities, site subdivision, and zoning. Covers basic engineering principles and planning considerations for development projects.

**Planning A6344 Seminar in housing policy,**

**3**

**pts.**

**(H)**

(Not given every year.)

Prerequisite: Planning A4304 or the instructor's permission.

An exploration of the major social, economic, and political issues confronting contemporary American housing policy. The course format is a small working-group setting. Students examine alternative policy approaches to racial and economic segregation, abandonment and residential decay, urban growth, forms of public subsidy, and balancing the rights of ownership with those of occupancy. Issues taken up vary from year to year and a significant research effort is required.

**Planning A6434 Transportation issues seminar,**

**3**

**pts.**

**(P)**

**Mr. Lapp.**

(Not given every year.)

Prerequisite: Planning A4404 or the instructor's permission. A discussion of major issues in transportation planning at several levels, from national to local. Covers the economic, political, and social implications of decision making in transportation. Current topics and case studies are investigated.

**Planning A6460 Redevelopment policy,**

**3**

**pts.**

**(E)**

**To be announced.**

Urban redevelopment is the process by which government, private investors, and households transform the uses and financial returns of the

urban built environment. As an area of public policy, it is a response to the perceived deterioration of cities caused by initial poor construction, decay, economic restructuring, regional shifts, suburbanization, and social segregation. Different social groups receive different costs and benefits as a consequence of redevelopment efforts. The course objective is to examine the process of urban decline, the kinds of responses that it has evoked, the principal redevelopment actors, the possible range of redevelopment strategies, and the social and spatial impacts of redevelopment efforts.

**Planning A6603 Infrastructure planning**

**3**

**pts.**

**in an international context, (I)**

**To be announced.**

Starting with old and new theories of infrastructure and its links to economic development, this course covers cross-cutting themes in three types of economic infrastructure—water supply, electric power, and transport. Drawing on international case studies and with a special focus on developing countries, the course examines: (1) demand from firms and households; (2) supply and delivery structures, and options for financing; (3) regulation and its impacts; and (4) infrastructure upgrading in low-income settlements. Provides an introduction to infrastructure economics; emphasis, however, is on helping students develop a robust analytical framework and an understanding of the political economy of infrastructure policies, provision, and service delivery.

**Planning A6557 Race and ethnicity in the city,**

**3**

**pts.**

**Mr. Freeman.**

Designed to investigate explicitly how race and ethnicity have been situated, in a methodological sense, within those disciplines that focus on the socioeconomic, physical, spatial, and/or political aspects of urban environments. Among the principal topics discussed are the origins of the social and scientific definitions of race and ethnicity; how those definitions influence public policy formation and debate; and divergent interpretations of the effects of planning, public policy, and urban design on different racial and ethnic groups.

**pts.****The staff.**

Either term may be taken separately.

Prerequisites: a project outline and the written permission of a faculty project supervisor. Individual or small-group independent research in consultation with a faculty member in areas of the student's choice. Students are responsible for planning and conducting research activities and enlisting the cooperation of a faculty adviser.





# THE PH.D. PROGRAM IN URBAN PLANNING

DIRECTOR: Dr. Robert Beauregard

## THE PROGRAM

The Ph.D. Program prepares students for careers in teaching, research, and policy in the field of urban planning. In consultation with faculty, students develop individual study programs anchored in advanced knowledge concerning the socioeconomic, political, and environmental processes that shape cities and regions, and the quality of life within them. Organizing this inquiry are questions related to the effectiveness, efficiency, and equity of collective interventions. These questions are framed by considerations of social and spatial justice and the development of sophisticated theoretical and methodological skills.

## ADMISSIONS

Applications are due January 1. An applicant is expected to hold a master's degree in urban planning or in a related discipline and have excellent academic credentials, with a grade average of B+ or better. In addition, an applicant is required to have completed at least 90 points of undergraduate liberal arts courses in the social sciences, humanities, or natural sciences, and the core courses provided in the master's level curriculum in the Urban Planning Program at the School. The Ph.D. Program is part of the Graduate School of Arts and Sciences (GSAS). Application forms can be obtained on the GSAS Web site. The Web site also contains information on the rules and regulations governing the Ph.D. Program. Organization of the Program Each student is expected to acquire advanced knowledge in the following areas:

1. History and Theory of Planning
2. Urban and Regional Development
3. Research Methods in Planning
4. Sector Specialization
5. Related Discipline or Field

At the center of the Ph.D. curriculum are two seminars on planning theory and planning history along with four colloquia that deal with specific issues within planning thought. In general, these core courses draw on advanced knowledge in theories of planning, theories of state and collective decision-making and action, and theories of urban form and development. Befitting the nature of the planning project, knowledge from various social science disciplines, architecture and urban design, the humanities, and even natural sciences is brought to bear on key ideas and arguments within the field. Students are also required to take at least two courses in advanced methods. These can include courses in research design, advanced statistics, epistemology, and specific data collection procedures (e.g., ethnography, survey design). As for the sector, the student is expected to take one or more advanced seminars in a specialized planning field such as housing, urban land markets, environmental planning, or international development. Lastly, the program requires all Ph.D. students to develop an outside field consisting of at least three courses. This could include such well-defined "fields" as organization theory, real estate finance, international trade policy, urban politics, or twentieth-century American urban history.

## **COMPREHENSIVE EXAMINATIONS**

Comprehensive examinations are taken in history and theory of planning and in the sector specialization. These are written exams read by a committee of the Doctoral Program Subcommittee in Urban Planning. Students must pass these exams before they can present and defend their dissertation proposal. The exams are normally taken at the conclusion of course work. M.Phil.

## **EXAMINATION REQUIREMENT**

Any student who has satisfactorily passed the comprehensive examinations and has earned six residence units will be awarded the M.Phil. degree. Dissertation proposals must be approved by the sponsor and are presented and defended in front of at least three members of the Ph.D. Program Steering Committee, including or in addition to the sponsor. Completed dissertations must be approved by the sponsor before they can be defended in front of a dissertation committee.

## **PROGRAM REQUIREMENTS HISTORY AND THEORY OF PLANNING**

Each student is required to complete a minimum of two courses in the history and theory of planning, the advanced seminars in planning history and theory. Among the topics covered are the genesis and structure of planning thought and methods; economic, political, and social factors influencing the development of planning theories and policies; the theory and development of urban structures; and the history of cities.

## **DOCTORAL RESEARCH COLLOQUIUM**

This is a required four-semester course. It focuses on new developments in the social science and planning literature. Research Methods in Planning Each doctoral student is expected to demonstrate competence in statistical research methods as well as in research methods relevant to the topic of his or her dissertation. This requirement is intended to develop the social science, planning, and evaluation skills expected of a planning scholar. At least two courses in advanced methods, either from within or outside the program, are needed to fulfill this requirement.

## **SECTOR SPECIALIZATION**

Sector specializations provide students with the substantive backgrounds for their individual scholarly interests. The following list of typical fields is intended to be suggestive, not exclusive: Planning History and Theory Urban Spatial Theory Economic Development Physical Planning Transportation Housing Community Development Comparative Planning Related Discipline or Outside Field This requirement helps students relate their urban planning interests to a broader field of intellectual inquiry. It is normally met by the completion of a minimum of three courses in the area chosen or by previous work. In either case, a letter from a University faculty member expert in that area attesting to the completion of the requirement is needed. The following are examples of related disciplines and outside fields: anthropology, art history, economics, geography, history, law, political science, public health, social work, sociology, historic preservation, urban design, and international affairs.

## **DEGREE REQUIREMENTS**

### **Examinations**

Required comprehensive examinations typically will be offered at the end or the beginning of the fall or spring term. They will be graded (Pass with Distinction/Pass/Fail) by the Ph.D. Examination Committee. No examination can be taken while Incompletes in that area are outstanding. The Examination Committee will comment in writing to the student on his or her written responses after each examination, and those comments will be included in the student's file. If the committee determines that the student has not satisfactorily passed, the student will be eligible for reexamination, but not more than once for each examination. Course Credits and Grades Students may earn either Examination Credit (E credit) or Registration Credit (R credit). E credit is granted after regular evaluation of a student's work in a course and is expressed as a letter grade: A (excellent), B (good), C (fair), D (poor), F (failure), or INC (incomplete). A student has one year to make up an Incomplete. After that time, the grade will automatically be changed to an R, except in the case of seminars. R credit is earned when the student attends a course without any obligation to take examinations or do other assigned work. Once awarded, the grade is not subject to change, nor may a course taken for R credit be repeated for Examination Credit. Both E and R credits are entered on a student's permanent record and are counted toward residence requirements. A student may also audit courses, with the approval of the instructor, but without receiving any credit. The Graduate School of Architecture, Planning, and Preservation uses a Pass/Fail/Incomplete grading system. Ph.D. students, however, must receive letter grades.

Note: No more than 15 of the 75 points of required work can be taken for R credit—or 9 out of 45 points if 30 points of advanced standing have been granted, or 12 out of 60 points if 15 points of advanced standing have been granted.

## **LANGUAGES**

No general language requirement is imposed on students in the Ph.D. Program. The literature in the field relevant to the work of planning students concentrating on areas within the United States today is, by and large, available in English; knowledge of additional languages is professionally necessary only for students in certain areas of specialization. At the time of the first meeting of the student's Ph.D. Committee, and again at the committee meeting with the student to review the Ph.D. dissertation

proposal, a determination will be made whether such a requirement is appropriate. For example, it is anticipated that a student taking as a sectoral specialization urban planning in less-developed countries, or one writing a comparative international study of planning, will require a mastery of foreign languages appropriate to the particular interest. Where such knowledge is required, proficiency must be established to the satisfaction of the director of the doctoral program.

## **TIME LIMIT AND EXTENDED RESIDENCE**

A student must complete all requirements for the Ph.D. degree within seven years after initial registration, or within six years if awarded advanced standing of two Residence Units. Rare exceptions to this rule are recommended by the program and granted by the dean of the Graduate School of Arts and Sciences. A student who has satisfied the minimum residence requirements is eligible to enroll for Extended Residence at a reduced fee. This applies to any term in which a student has yet to complete either coursework, language requirement, qualifying examinations, or the defense of the dissertation. Exception is made for students defending a dissertation if they were registered for either a Residence Unit or Extended Residence in the term immediately preceding the defense, in which case they pay the Matriculation and Facilities fee. Students who are not completing degree requirements as described above, and who are not required to register for a Residence Unit or Extended Residence as a condition of their fellowship or University appointment, can satisfy the requirement for continuous registration and maintain their status by paying the Matriculation and Facilities fee, which allows them to make use of various University facilities.

## **COURSES OF INSTRUCTION**

**Planning A8900-A8901, A8902-A8903**

**3**

**pts.**

**Doctoral colloquium, I, II, III, and IV.**

**The staff.**

Open only to Ph.D. candidates in planning or in closely related fields, this sequence of colloquiums is taken in the first and second years of the program. The intellectual organizing mechanism of the Ph.D. program, the colloquium, brings together all students at the same level within the

Ph.D. program and enriches the work of defining the dissertation topic and subsequent research and writing.

**Planning A8930. Advanced seminar in history**

**3**

**pts.**

**of planning and the city.**

**Mr. Sclar.**

(Given every other year.)

Designed to satisfy one of a minimum of three courses in the history and theory of planning. Depending upon the interests of the students and instructor, the seminar delves in great detail into one or two specific themes or topics in planning history. A term paper is required.

**Planning A8931 Advanced seminar**

**3**

**pts.**

**planning and social theory.**

**Ms. Srinivas.**

Designed to satisfy one of a minimum of three courses in the history and theory of planning. The genesis and structure of planning thought and methods; economic, political, and social factors influencing the development of planning theories and policies; the theory and development of urban structures; the history of cities.





# **MASTER OF SCIENCE DEGREE IN HISTORIC PRESERVATION (MSHP)**

**DIRECTOR:** Paul Spencer Byard, Esq., F.A.I.A.

## **THE PROGRAM**

The Columbia Master of Science in Historic Preservation, the oldest degree of its kind in the United States, trains advocates of the public interest in old architecture, landscape, and other artifacts of the human environment. Its graduates are experts in the protection and development of the value of these works of art as instruments of social disclosure and public leadership and as agents in the formation of personal and community identities—the human values that justify historic preservation's extraordinary political and legal power.

Columbia educates its practitioners in the why, what, and how of historic preservation in studio, course, and thesis work. In its training, the Columbia program benefits from its long experience in all aspects of the discipline it founded. The program's interest in the purposes of historic preservation—the “why” of it—goes back to the seminal works of its founder James Marston Fitch and his pioneering response to the felt need for preservation in the critical years of the 1960s and '70s and for a broader understanding of the social benefits of the discipline he was inventing. This exploration continues at Columbia in the on-going theoretical work of its faculty, including the work of its director Paul Spencer Byard, in the *Architecture of Additions* and other publications.

The “what” of historic preservation receives at Columbia the broadest of interpretations, from works of high art to cultural landscapes, archeological sites, and the humblest, oldest traces of ordinary life. Columbia has been among the first to acknowledge the expanding ambit of historic preservation as it takes in elements of popular culture that have increasingly defined life around the world. Columbia takes it as its special challenge to maintain the high level of theoretical and historical inquiry that enables its practitioners to understand the meaning of artifacts in their jurisdiction—the significance that will motivate and control all their preservation work. The work of the faculty here includes explorations in the theory of meaning by Jorge Otero-Pailos, an architect with a special interest in phenomenology, and the on-going work of distinguished historian Andrew Dolkart, the first James

Marston Fitch Professor of Historic Preservation.

The bulk of the training of the program is devoted to the "how" that is central to practice. Columbia sees historic preservation as a creative discipline that devises and applies the broadest range of appropriate provisions for the management of inescapable change. A central part of its discipline has to do with the art of architecture and particularly the architectural paradigm of combined works, where new architecture is added to old to extend its life and makes in the process new works of substantially increased significance. In its attention to architectural design, Columbia's program benefits particularly from its place in the School of Architecture, possibly the most innovative architectural design school in the country.

Studios and courses in preservation planning and implementation focus on the creative use of historic preservation's extraordinary legal power and the proven value of historic preservation for real estate finance and development. Columbia has a long tradition of public advocacy for historic preservation and expects its practitioners to take active roles in all aspects of public life.

The final large part of the "how" of historic preservation is the art and science of conservation. Columbia created and operates the original architectural conservation laboratory. This conservation laboratory is now in the process of recombination and expansion as the Avery Laboratory in connection with a major initiative of the GSAPP to explore the fabrication of innovative architectural materials as well as the conservation of old ones. Dr. George Wheeler, a distinguished scientist from the Metropolitan Museum of Art, now leads the program's work in conservation as its director of conservation research and education. The program benefits from the University's extraordinary array of scientific laboratories, maintaining collaborations with Engineering and numerous other faculties. The conservation curriculum includes an emerging specialty in the conservation of Modern materials and assemblies. Course work includes basic training in laboratory skills and hands-on explorations of pre-Modern and Modern buildings and sites.

The Columbia program benefits from a wide array of graduates in practice, and most importantly, from an adjunct faculty of distinguished and devoted professionals who have been pioneers in the development of all aspects of preservation planning as a discipline and in the creation and protection of the law of historic preservation. These include design architects working

with additions and renovations, and planners and lawyers and laypersons practicing historic preservation. All the faculty are actively and continuously involved in projects in New York and elsewhere that give the program the continuing benefit of a direct tie to real life.

As part of its service to scholarship, teaching, and practice, the Historic Preservation Program has recently founded the discipline's first learned journal, *Future Anterior*, a publication expected to appear twice a year. The Historic Preservation Program has been a leading participant in the School's on-going initiative to explore the value of dual programs within its walls. In addition to dual degree programs with Architecture and Planning, the program established the first of these new collaborations with the Architecture Program, the pioneering Joint Advanced Architectural Design/ Historic Preservation Studio, the first of its kind in the nation. The program has for years collaborated with the Planning Program, this year for the first time joining with Planning and Urban Design to consider the preservation of the cultural landscape of Brisbane, Australia. The Historic Preservation Program also maintains a postgraduate certificate for individualized study for one year for students with prior work experience.

## **PROGRAM REQUIREMENTS**

The 60-point, two-year Columbia program requires studio and course work and the preparation and defense of a thesis. In the first year, two studios develop basic capacities, first, to understand and argue for the significance of old buildings and districts, and, second, to organize and implement preservation plans. The studios are supported by required core courses in the foundations and sector subspecialties of preservation as a discipline: design, history and theory, conservation, and planning, including the law.

The second year is devoted to advanced courses and workshops in sectors of specialization, to electives from the program, the School, and the University, and to the preparation of a thesis. Theses are expected to be substantial, publishable works of original insight, research, and argument.

The Columbia Preservation Program offers subspecialization in four sectors of historic preservation work.

### **Design Sector**

Design concentrates on the development of skills in reading the meanings

of old architecture and artifacts, understanding their public functions, and creating, presenting, and advocating programs for change. Specialized courses include the second-year Design Workshop carried out jointly with the third-year Advanced Architectural Design Studio and focused on the analysis and advocacy of proposals for the preservation and development of major modern monuments. Design workshops have addressed world monuments in Mexico City, Chandigarh, Brasilia, and Caracas. Design theses are in-depth analyses of the meanings of historic architecture, artifacts, and landscape and, for qualified students, opportunities for original design work.

### **History/Theory Sector**

The history/theory sector concentrates on the development of a thorough understanding of history as manifest in historic architecture and of the theoretical justifications of efforts to understand and preserve it. Students are exposed to the complex intellectual issues facing practitioners and asked to connect present-day work to broader patterns in the history of ideas, buildings, and environments. Seminars and courses in the program, the Architecture School, and the University engage architecture, urbanism, landscape, and related developments. History/theory theses pursue original research in the history and theory of historic preservation.

### **Conservation Sector**

The conservation sector concentrates on laboratory and fieldwork with traditional and innovative building materials and systems to develop resources and techniques for the analysis, stabilization, and repair of historic buildings, artifacts, and landscapes. Columbia's conservation laboratory is continuously available for testing, teaching, and research. Fieldwork includes hands-on exploration of historic resources in New York City and elsewhere. Conservation theses propose, test, and correct new and old techniques of architectural conservation.

### **Planning Sector**

The planning sector explores the full range of legal strategies, planning tools, and incentives available for the protection of structures, districts, and landscapes. Sector work seeks to increase the understanding of the connections between historic land development patterns and contemporary

political and economic contexts. It introduces students to governmental and nongovernmental entities involved in preservation and examines current legal and policy issues.

## **HISTORIC PRESERVATION PROGRAM REQUIREMENTS**

### **First Semester**

A4510	Preservation studio, I: understanding and documenting historic architecture	6 pts
A4124	Structures, systems, and materials, I	3 pts
A6740	Historic preservation theory and practice	3 pts
A6767	Historic preservation planning	3 pts
A4339	American architecture and urbanism before 1876	3 pts

Required: Total 18 pts

### **Second Semester**

A6750	Preservation studio, II: planning for historic preservation	4 pts
A6831	Structures, systems, and materials, II	3 pts
A6727	Architecture of additions	3 pts
A4341	American architecture after 1876	3 pts
<i>For conservation sector students:</i>		
A6764	Architecture conservation, I OR	3 pts

A6788	Architecture conservation, III	4 pts
	<i>For nonconservation sector students:</i>	

Required: Total 16 pts (nonconservation) or 17 pts (conservation)

At the start of their second year of full-time study, students will identify a sector for concentration-conservation, design,\* history, or planning-and focus course work so that in the second year the student takes four courses in their chosen sector. Students will also begin the yearlong thesis. Third Semester Students are required to take at least one third-semester workshop and students may enroll in more than one. The required workshop will count as a sector class.

	Planning workshop	
	Conservation workshop	
	History workshop	
	Design workshop	
	For conservation sector students:	
	Architecture conservation, II	
	Thesis, I	

Other courses in sector of specialization

Required: Total 13 points (minimum) for nonconservation students

Required: Total 14 points (minimum) for conservation students

Fourth Semester

	Thesis, II	
	Historic preservation colloquium	
	For conservation sector students:	

	Architecture conservation, I OR	
	Architecture conservation, III	
	Architecture conservation, III	

Additional courses as needed to fulfill sector requirements and achieve required 60 points for graduation. Required: Total 12 points (minimum) for nonconservation students Required: Total 13 points (minimum) for conservation students \* Design students are urged to take two courses in the Building Technologies sequence of the M.Arch. curriculum, for example, Architecture A4111 and A4123-Structures, I and II; or Architecture A4220 and A4221-Enclosures and environments, I and II.

## **ADMISSIONS**

Applications are due January 15th. Applicants for admission to the M.S. degree in the Historic Preservation Program must first hold a professional degree in architecture or a bachelor's degree in art history, American studies, civil engineering, history, urban studies, or another related field. All applicants are required to take the Aptitude Test of the Graduate Record Exam (GRE). Information may be obtained from the Graduate Record Examination, Educational Testing Service, Box 955, Princeton, NJ 08540 ([www.gre.org/atglance.html](http://www.gre.org/atglance.html)). Letters of recommendation and the applicant's statement of intent are also considered important parts of the application materials. Portfolios are not required, but any supplemental information in the form of drawings, photographs, articles, books, etc., is welcome to support the applicant's credentials. No submitted materials will be returned.

## **INTERNSHIP**

Students are required to complete an internship during the summer between academic years, with a minimum of six weeks of paid work in some aspect of historic preservation. Students are responsible for securing internships but are assisted in this through the Historic Preservation Office. Internships must be approved in advance and are recognized as completed upon receipt of a letter of evaluation from the internship supervisor sent directly to the Historic Preservation Office.

## **PREPARATION**

The program is interdisciplinary and expects all students to engage in preservation in depth from the perspectives of all its sectors. A working knowledge of United States and world history is a basic foundation for the work. Students will develop an ability to read buildings through drawing and in that connection, it is required that they have a background in drawing, hand drafting, or computer-aided drafting. Course work in these areas does not need to appear on an official transcript. For those without prior experience in drafting and drawing, courses are generally available at vocational schools and community colleges. They do not carry credit toward the M.S. degree. Work will require basic computer proficiency (Word, Excel, Photoshop, PowerPoint). Studio experience will be enriched by a greater proficiency with graphic programs. Students in the conservation sector will be aided by prior experience in chemistry, biology, and earth sciences. Design sector students will generally be expected to have a professional or other degree in architecture.

## **REGISTRATION**

Students must attend the program on a full-time basis, registering for at least 12 credit points per semester. In unusual circumstances, the director will consider petitions for leaves of absence. All students will begin in the fall term.

## **OTHER RESOURCES AND OPPORTUNITIES**

The Columbia program is supported by all the resources of the School of Architecture, Planning, and Preservation and of Columbia University. The program's architectural conservation lab, the nation's first, is fully equipped for contemporary analytic work. Research at Columbia is supported by the resources of the Avery Architectural and Fine Arts Library, the finest in the Western Hemisphere. Columbia studios, courses, and workshops take full advantage of its home in New York, the most important historic city in the United States.

## **FITCH COLLOQUIUM**

Named for the founder of formal preservation education at Columbia, and in the United States, the James Marston Fitch Colloquium was begun as

an annual event in 2000. In a daylong colloquium, students, alums, and guests hear speakers and engage in discussion over current issues in preservation, attempting to discover and define the leading edge of the discipline. Past topics have included “Target Architecture: The Role of Old Buildings in the Management of Global Conflict,” “Authenticity and Innovation: Ideals for Design with Old Buildings,” and “Drawing the Line: Are There Bounds to Preservation?”

## **FUTURE ANTERIOR**

In 2004, Columbia’s Historic Preservation Program launched Future Anterior, the first journal of preservation ideas and innovation. Solicitation and selection of articles, editing, and layout is student-led, guided by faculty member Jorge Otero-Pailos. Both first- and second-year students are welcome to participate in Future Anterior; graduates are encouraged to submit articles based upon their thesis or other professional and academic work.

## **HISTORIC PRESERVATION INQUIRY LECTURE SERIES**

Students in the Historic Preservation Program are encouraged to participate in the department’s InQuery Lecture Series, which brings visitors from around the world to present their work. The lecture series specializes in introducing people and ideas that are outside the mainstream, or presented in the normal course of classroom work. Students take the lead in identifying lecturers and organizing their visit to campus.

## **KINNE TRAVEL**

All second-year students are eligible for funds from the GSAPP in support of student travel to enrich their education in architecture, planning, and preservation. Trips are student-designed, with a faculty member as a sponsor. In recent years, Columbia Historic Preservation students have traveled under the Kinne program to Cuba, Nepal, Venezuela, Brazil, Mexico, and Venice.

## **The Center for Preservation Research**

The program’s Center for Preservation Research is a vehicle for funded

research and advocacy involving laboratory work and independent study, and working with other schools and departments in the University. It collaborates in pursuing interests of other schools and departments of the University, such as the School of International and Public Affairs, The Fu Foundation School Engineering and Applied Science, and the Department of Art History and Archaeology. Its materials research addresses questions applicable to Schoolwide interests in contemporary design.

## Courses of Instruction

### Core First-Year Courses

**Architecture A4510 Preservation studio, I:** 6

**pts**

**understanding and documenting historic architecture.**

**Ms. Bollack and Messrs. Dolkart, Otero-Pailos, and Wheeler**

Preservation studio, I is the core course of the first year and revolves around the study of a section of New York City. Students begin by documenting individual buildings and move through the first semester with understanding and documenting ever-more complex elements of the built environment in the study area. Students explore buildings from the perspective of each of the sectors-conservation, design, history, and planning-under the direction of four faculty, each of whom is expert in one of the sectors. Studio work includes graphic presentations, written presentations, and oral presentations. The second semester studio builds on this work and culminates in the preparation of a Preservation Plan for the study area.

**Architecture A6750 Preservation studio, II:** 4

**pts**

**planning for preservation.**

**Mss. Miner and Bollack, and Messrs. Dolkart and Otero-Pailos.**

Preservation studio, II continues the work of the fall semester Preservation studio, I and the same study area within New York, extending the understanding of that area from beyond its individual building components to the neighborhood and region. Issues of designing appropriate infill buildings on vacant or underutilized lots are explored in a design charette

at mid-semester. Studio, II culminates in a preservation plan for the area, which evaluates the historic resources against local zoning, economic realities, physical assets and problems, and members of the study area's community, testing student ideas against neighborhood personalities and politics.

**Architecture A6740 Historic preservation theory and practice.**

**3 pts**

**Mr. Stubbs.**

An overview of the history and present state of the field of architectural preservation in the Western world as a basis for professional practice in the United States. Through lectures, readings, and class discussions, the background, theories, and present challenges in the field are examined. The course is organized under headings that represent the principal facets of the field, namely, history, theory, methodology, technology, urban issues, and professional practice. Within these headings specific subjects and disciplines such as archeology, museology, historical research, project planning, standards, legislation, and project management are addressed.

**Architecture A4339 American architecture before 1876.**

**3**

**pts**

**Mr. Otero-Pailos.**

Examination of the development of American architecture from the earliest European settlements to the centennial in 1876. Beginning with the earliest Spanish, French, Dutch, and English colonial architecture, we explore the American adaptation of European forms and ideas and the development of a distinctly American architecture. Lectures and readings examine high style and vernacular architecture in rural and urban environments throughout the settled parts of the United States. Supplemented with tours and the examination of original drawings and early architectural publications in Avery Library.

**Architecture A4341 American architecture since 1876.**

**3**

**pts**

**Mr. Otero-Pailos.**

A survey of architecture built in the United States and its territories between

1876, the country's first centennial, and 1989, the end of the cold war, a date that marked America's triumph as the only world superpower. Designed to help develop competence in identifying, understanding, and analyzing historic structures, their significance, types, and styles, and to develop proficiency in the use of the methodological, historiographical, visual, and intellectual tools necessary to fully grasp the meanings of historic buildings in their various contexts.

**Architecture A4124 Structures, systems, and materials, I. 3**

**pts**

**Mr. Devonshire.**

Structures, systems, and materials, I familiarizes students with the structures and materials of traditional building, beginning in this course with wood framing and load-bearing masonry walls. The introductory conservation course, it introduces how buildings are made, how they often fail, and what can be done about it. The organization of the course relies upon not only the study of the chronological development of the building arts and sciences, but as each building system is introduced, the discussion of the pathology modes and conservation approaches follows within the same week. Fieldtrips to see the situations discussed in class are integral to the course and occur weekly during the first half of the semester.

**Architecture A6831 Structures, systems, and materials, II. 3**

**pts**

**Mr. Prudon.**

Structures, systems, and materials, II builds on information introduced in Part I and brings this material up to the present in terms of understanding modern building systems and materials. It addresses how steel frame and concrete buildings are made and how they often fail. The organization of the course relies upon not only the study of the chronological development of the building arts and sciences, but as each building system is introduced, the discussion of the pathology modes and conservation approaches follows within the same week.

**Architecture A6767 Historic preservation planning. 3**

**pts**

### **Ms. Clark.**

A comprehensive introduction to the field of preservation planning that examines the constitutional underpinnings of landmarks regulation and the emergence of historic preservation as a discipline analogous to urban planning. Also addressed are the issues of applying preservation planning tools, including local individual and historic district designations, National Register nominations, special zoning and conservation districts, easements, and restrictive covenants. Financial incentives for rehabilitation, including investment tax credits, property tax incentives, and revolving loan funds, are examined. Current issues in preservation planning including combating sprawl and preserving rural landscapes are addressed. Guest speakers highlight preservation in Chicago and Pittsburgh, illustrating similarities and differences in practices in the field in other American cities.

### **Architecture A6727 Architecture of additions.**

**3**

**pts**

### **Mr. Byard.**

An exploration of combinations of old and new architecture to understand how the new can extend the meaning of the old and how it extends that meaning when the old architecture is said to be “preserved.” Additions sees combined works as one of the most challenging and illuminating of the contemporary building types, one having special relevance to almost all contemporary architectural practice.

### *Sector Requirements*

### **Architecture Conservation**

### **Messrs. Wheeler and Weiss.**

The three-course sequence course is designed to provide a basic understanding of building materials, to demonstrate how to identify these materials and evaluate their conditions, and to show how to generate the information and data necessary to propose and evaluate conservation treatments. All three courses are required for all students selecting conservation as their sector of specialization. The courses are not sequential, and any student may take any course of interest without prior requirements.

**Architecture A6764 Architecture conservation, I.**

4

**pts****(Spring)**

The format of the course is lecture, laboratory exercises, and field trips. Conservation, I examines stone, brick, terracotta, and glass.

**Architecture A6786 Architecture conservation, II.**

4

**pts****(Fall)**

The format of the course is lecture, laboratory exercises, and field trips. Conservation, II examines concrete, mortar, stucco, and plaster.

**Architecture A6788 Architecture conservation, III.**

4

**pts****(Spring)**

The format of the course is lecture, laboratory exercises, and field trips. Conservation, III examines wood, paint, and other finishes to wood surfaces.

**Architecture A6726 Planning workshop: preservation**

3

**pts****of cultural landscapes.****Mr. Sampson.**

The Hudson River Valley has been described by the National Park Service as “the landscape that defined America.” In recent years, the valley has been named by Congress as a National Heritage Area, by President Clinton as an American Heritage River, and by New York State as the Hudson River Valley Greenway. Yet the valley continues to face great challenges to its character and historic context through the planned (and unplanned) development of cement plants, energy facilities, destruction of historic buildings, and through sprawl. This course, through readings, lectures, class dialogues, and case studies as well as field trips, examines the history of the preservation of cultural and natural landscapes and the techniques, such as regional planning, heritage tourism, and the use of conservation easements now in use nationally and internationally.

**Architecture A6741 Conservation workshop.**

3

**pts****Mss. Jablonski and Berkowitz.**

Builds and develops skills required by architectural conservators. A practical conservation course that includes both site and laboratory work. Sessions are designed to provide real world experiences that conservators in practice face, with on-site visits for sampling, analysis, and documentation, followed by laboratory sessions. Understanding materials of the 20th century is a focus.

**Architecture A6305 Design workshop: design**

3

**pts****with historic architecture.****Mr. Byard.**

This workshop is taught with the third-year "Additions Design Studio" in the Architecture Program. The problem for the studio is a major addition to an important modern building that requires an understanding of the meaning of the old building-all of the ways its form and materials express the values it sought to represent and serve at the time-and the ways that meaning might or might not be extended, enriched, and brought forward by the addition. Studio design projects have included major additions to the Universidad Nacional Autonomon de Mexico and to the capital complex at Chandigarh and Brasilia.

**Architecture A6852 History workshop.**

3

**pts****Mr. Otero-Pailos.**

Run as a seminar, this workshop provides an opportunity for in-depth research and analysis of the built environment, using the rich resources of New York City as the primary source. Each workshop focuses on a particular issue relating to architectural theory and practice. The multidisciplinary nature of contemporary environmental studies is evidence of the growing consciousness that the construction and interpretation of reality escapes any one discipline. The aim of this course is to familiarize students with contemporary ways of reconciling how we understand and how we transform the built environment. The underlying premise of the course is that traditional models of relating theory and practice are inadequate

because they depend on the “closed” teleological principle of “striving towards completion.” As such, they ultimately create the fiction that to be complete, theory must exclude practice, and vice-versa. Students are asked to consider alternative principles of “openness” for relating theory and practice, and to explore the correlative ways to imbricate the aesthetic and the intellectual in the production of interventions and interpretations.

**Architecture A6795 Preservation law.**

**3**

**pts**

**Ms. Miner.**

An introduction to legal mechanisms to protect historic resources in the built environment. The focus is on the legal principles underlying preservation laws, including the constitutional issues relating to governmental regulation or real property. Federal, state, and local historic preservation laws and their complementary relationships are studied in the context of relevant environmental and other land use laws.

*Required Second-Year Courses*

**Architecture A6790 Historic preservation colloquium.**

**3**

**pts**

**Mr. Bentel.**

A discussion-based seminar presented in the students’ final semester, this course analyzes major preservation projects following the interdisciplinary format of the four sectors in the Historic Preservation Program: conservation, design, history/theory, and planning. Case studies are developed from student thesis work, and are critically analyzed in relation to the ways in which the theory and practice of preservation have been followed and implemented.

**Architecture A6751 Thesis, I: fall semester.**

**1**

**pt**

**Architecture A6753 Thesis, II: spring semester.**

**6**

**pts**

Thesis, I begins a student’s work in defining a thesis question, work that continues through Thesis, II in the second semester. The thesis is a clear,

well-researched substantial argument in support of a position on a question of general interest in the field of historic preservation. There are two thesis reviews during the fall semester, where students present their work before an audience of faculty and fellow students, and defend their basic arguments for a question in planning, design, history, or conservation. In the spring semester students present again to all members of the faculty to assess progress on the thesis. In April, the student meets for an hour with a jury of their adviser and readers to defend the thesis and polish their thoughts on the topic. At other times during the semester, the student should meet with Historic Preservation faculty as advisers to their work.

*Electives*

**Architecture A6318 Cultural site management.**

**3**

**pts**

**Ms. Jerome.**

Impetus for the preservation of cultural heritage has developed through the recognition of sites as nonrenewable resources. Training is readily available in the specific tasks required to implement preservation, such as documentation and conservation. However, with the exception of sporadic seminars, conferences, short courses, or on-the-job training, far less attention has been paid to the larger, more complex and comprehensive issues of management, the process by which the individual components of preservation are fit together and either succeed or fail. This course utilizes the conservation process in the Burra Charter as the basis for a rational approach to managing cultural sites. The focus is international and case studies are reviewed from both historic and archaeological sites. Divided into three parts, the first focuses on the compilation of background information and identification of the key interested parties; it progress to the analysis of the site significance and assessment of existing conditions and management constraints; and finally, it reviews the development of the management policy and strategies for its implementation. The delicate balancing act between cultural enhancement and exploitation is explored, as well as the need to periodically monitor and reassess management policy.

**Architecture A6309 Archeological sites conservation**

**3**

**pts**

**and maintenance.**

**Ms. Jerome.**

Recently there has been a greater demand for architectural conservators at archaeological sites. As archaeologists become increasingly aware of their ethical responsibility to conserve the architectural remains uncovered, the need for this type of expertise is acutely felt. The first part of this course looks at philosophical and ethical differences between structures that can be rehabilitated as architecture and those that will be stabilized as ruins, while reviewing the international organizations and charters that have been set up for this purpose. The second part of the course deals with techniques of conservation, including site improvements, recording methods, reburial, consolidation, protection, sheltering, materials analyses, and state-of-the-art technology applicable to archaeological sites. Laboratory sessions, guest lectures, and field trips in the New York area supplement lectures and student readings and projects.

**Architecture A6761 Seminar: stone.**

**3**

**pts**

**Mr. Wheeler.**

The course begins with an outline of rocks and their properties in the context of their use in architecture. Emphasis on hand specimen identification as well as instrument methods such as x-ray diffraction, x-ray florescence, scanning electron microscopy-energy dispersive spectroscopy, and polarizing light microscopy in the identification of rocks and their constituent minerals. Major mechanisms of deterioration such as acid rain/dry deposition, salt crystallization, freezing water, biological growth, insulation and heat, and the composition and disposition of soiling on different stone substances are discussed. Concludes with demonstrations and discussions of major conservation activities: (1) cleaning (chemical, abrasive, water washing, laser); (2) stone repair or compensation; (3) consolidation and water repellents.

**Architecture A6784 Seminar: the aesthetics and science**

**3**

**pts**

**of cleaning historic stone buildings.**

**Mr. Wheeler.**

A seminar-style course on stone as a building material, its deterioration

through "dirt," and the reasons for and against cleaning, along with a discussion and practicum on the materials/techniques used in cleaning.

**Architecture A6768 Seminar: metals.**

**3**

**pts**

**Mr. Pieper.**

Reviews the structural and decorative uses of metals in buildings and monuments. Metals to be reviewed include iron and steel; copper and copper alloys including bronze and brass; lead; tin; zinc; aluminum; nickel and chromium. Examines the history of manufacture and use; mechanisms of deterioration and corrosion; and cleaning, repair, and conservation.

**Architecture A6712 Architectural finishes in America.**

**3**

**pts**

**Ms. Jablonski.**

The principles and practices of architectural finishes conservation, preservation, and maintenance. Students learn the skills to know what questions to ask about finishes conservation and how to begin answering them. Includes lectures, laboratory, and site work. Types of finishes covered include paint, plaster, stucco, murals, twentieth-century composite wall and ceiling finishes, tile linoleum, glass, and wallpaper.

**Architecture A6734 The classical language**

**3**

**pts**

**and literature of architecture.**

**Mr. Stubbs.**

(Taught alternate years ['06, '08] with Architecture A6773-International architectural preservation practice ['05, '07]). An overview of the tradition of classical architecture, the course begins in antiquity and traces the survivals of forms and motifs through various revivals over 2,500 years. The components of classical architecture and a number of design possibilities are analyzed in detail, and landmarks in architectural literature that relate to the Orders are discussed in lectures. The subject is approached from the point of view of architectural design and encourages utilization of modern scholarship in the history and theory of architecture in the understanding of the aesthetic, social, historical, and political significance of classical architecture. Readings and lectures are structured in a developmental,

chronological sequence and presume familiarity with the history of architecture.

**Architecture A6773 International architectural**

**3**

**pts**

**preservation practice.**

**Mr. Stubbs.**

(Taught alternate years ['05, '07] with Architecture A6734-The classical language and literature of architecture ['06, '08]). Recent geopolitical shifts, the effects of “globalization,” and radically improved communications and transportation have imposed extraordinary pressures for change in every country. The burgeoning field of heritage conservation has responded accordingly with one result being the creation of a variety of international architectural conservation and preservation programs and projects. An introduction to the key aspects of international architectural conservation practice, addressing its origins and present organization, principle, and procedures, legal bases for heritage protection, and “best practices” in various countries.

**Architecture A6820 Architecture and social policy.**

**3**

**pts**

**Mr. Byard.**

Seminar addressing the connection between architecture and social policy, notably, the way social policy both determines and reveals itself in architectural expression. Objective is to explore the importance that connection in turn gives architecture as an instrument of social leadership and a vivid and enduring form of public disclosure. Students study and “read” works like the Karl Marx Hof, the Viceroy’s Palace, the League of Nations, UNAM, Pruitt-Igoe, Battery Park City, Experience Music, and the Reichstag for the case each of them seeks to make for the policies that brought them into being. The object is to understand the public interest in old and new architecture and provide support for the public argument in favor both of preservation and of significant new architecture.

**Architecture A6705 The architecture and development**

**3**

**pts**

**of New York City.**

### **Mr. Dolkart.**

Traces the development of New York City through its architecture and examines the history of architecture as it is reflected in the buildings of the city. Explores the architectural development of New York from the time the city was a minor colonial settlement, to its development as a great commercial and institutional center in the 19th century, through the 20th century, when New York became one of the great cities of the world. Discussion focuses on why various architectural developments became popular in New York; how these developments reflected the complex social history of the city; and what these developments mean to New York's history. Examines the major architectural monuments of New York's five boroughs, but also looks at the more vernacular buildings that reflect the needs and aspirations of the city's middle- and working-class residents.

**Architecture A6901 (spring)**

**2 or 3**

**pts**

**or Architecture A8790 (fall)**

**Research problems.**

**Faculty adviser selected by student.**

Students may develop a topic of particular interest to them as an Independent Study through a semester. Students should prepare a one-page summary of their topic of study and submit it to the Historic Preservation Office for approval, identifying the goals of the course and the final form of the presentation. Students must also identify a faculty member as an adviser

### **CERTIFICATE IN HISTORIC PRESERVATION**

The Certificate in Historic Preservation is for students seeking postgraduate educational enrichment, with the opportunity for classroom study as well as guided research in an area of particular interest. Certificate candidates must have a master's degree in historic preservation, archaeology, architecture, architectural history, or an allied field; or a five-year Bachelor of Architecture degree, and at least one year of work experience in historic preservation or a related field.

Students entering the Certificate Program are required to propose a focus of study in any sector of historic preservation. Student proposals should outline their anticipated course of study, explaining their goals and making

the case for its value. Student proposals and specific courses will be approved in consultation with the faculty within their area of interest. The certificate runs during the academic year and requires 24 credit points and completion of an independent research paper for graduation.

For students from Columbia University's Historic Preservation Program, the certificate is offered as an opportunity to extend their research in the fabrication and conservation of architectural materials and details, as well as other specialties of the program. Proposals may extend thesis research begun and completed in the two-year program. It is expected that conservation research will be conducted with particular use of the resources of the Avery Laboratory.

Three areas of focus for the certificate are suggested and outlined below.

# **CERTIFICATE IN HISTORIC PRESERVATION: ANALYSIS OF HISTORIC ARCHITECTURAL DESIGN**

The Certificate in the Analysis of Historic Architectural Design serves students seeking advanced postgraduate training in the analysis of architectural expression and the description of architectural meaning for purposes of historic preservation, notably, for the judgment of the public value of historic architecture and artifacts, and of the appropriateness of proposals for change. Work may include classroom study in the interpretation of historic architecture, research in historic architectural design, critical participation in design studios generating proposals for change for historic buildings and districts, and the preparation of judgments concerning current public design and development proposals involving historic buildings and districts. Work may include research and study of other implications of historic architectural meaning for the establishment of personal and social identities, and for identification and management of social conflict.

Certificate candidates must have a master's degree in architecture, historic preservation, art history, environmental or social psychology, or any field related to the built environment.

Students must have at least one year of work experience in historic preservation or real estate development or in their related field. Students entering the Certificate Program in the Analysis of Historic Architectural Design are required to propose a topic for independent research that will be carried out through the year. The certificate requires 24 credit points and completion of an independent or research paper for graduation. Course work may be completed in as little as one year or may be extended over two academic years. The Certificate in the Analysis of Historic Architectural Design is overseen by the director of the Historic Preservation Program.

## **Certificate in the Analysis of Historic Architectural Design**

Proposed course of study:  
First Semester (Fall)

Required:

pts	A6305 Design workshop: design with historic architecture	6
	A8790 Independent study	2 or 3
pts	Electives (from Historic Preservation Program):	
	A6820 Architecture and social policy	3
pts	A6318 Cultural site management	3
pts	A6740 Historic preservation theory and practice	3
pts	AXXXX Architectural history/theory from GSAPP	3
pts		

Any graduate-level course from the School of International and Public Affairs, the Department of Art History and Archaeology, or another program within Columbia University, subject to review and approval by the director of the Historic Preservation Program

Minimum 12 pts

Second Semester (Spring)

Required:

A6901 Independent research/lab

Faculty: adviser chosen among the faculty 2 or 3 pts

Electives (from Historic Preservation Program):

A6727 Architecture of additions 3 pts

A6790 Historic preservation colloquium 3 pts

AXXXX Architectural history/theory from GSAPP 3 pts

Any graduate-level course from the School of International and Public Affairs, the Department of Art History and Archaeology, or another program within Columbia University, subject to review and approval by the director of the Historic Preservation Program

Minimum 12 pts TOTAL POINTS TO EARN CERTIFICATE: 24 pts

## Certificate in Historic Preservation: Conservation of Historic Architecture

The Certificate in Conservation of Historic Architecture serves students seeking advanced postgraduate training in architecture and historic preservation, including classroom study in the understanding of historic architecture, its materials and technologies; materials research; and laboratory research into architectural materials and systems. Certificate candidates must have a master's degree in architecture, historic preservation, or any related field, and at least one year of work experience in design with old buildings, art or building conservation, or historic preservation practice. Students would be well served to have a background course or courses in chemistry, geology, physics, engineering, and mineralogy, and some experience in a science laboratory.

Students entering the Certificate in Conservation of Historic Architecture are required to propose a focus of study that will inform their course selection and culminate in an independent research paper in the spring semester. The certificate requires 24 credit points and completion of an independent or research paper for graduation. Course work may be completed in as little as one year or may be extended over two academic years.

The Certificate in Conservation of Historic Architecture is directed by the director of the conservation sector in the Historic Preservation Program at the GSAPP.

For students from Columbia University's Historic Preservation Program, the certificate is offered as an opportunity to extend their exploration of conservation issues in historic preservation and for long-term research in the fabrication and retention of architectural materials. Proposals may extend thesis research completed in the two-year program. These students will create an individualized course of study in consultation with the certificate director using independent study under the direction of appropriate faculty and the resources of the University. It is expected that conservation research will be conducted with particular use of the resources of the Avery Laboratory.

One exceptional certificate student each year may be partially funded through a scholarship established by the Samuel H. Kress Foundation. Recommendations are made by the Historic Preservation Program director.

## Certificate in the Conservation of Historic Architecture

Proposed course of study:

Fall Semester

Required:

A6741 Conservation workshop 3

pts

AXXXX Architecture conservation lecture and lab, II 4

pts

A6768 Conservation seminar: metals 3

pts

### PROGRAMS: HISTORIC PRESERVATION 85

Electives:

A6740 Historic preservation theory and practice 3

pts

A6318 Cultural site management 3

pts

A4124 Structures, systems, and materials, I 3

pts

AXXXX Other courses of interest in GSAPP 3

pts

Minimum 12

pts

Spring Semester

Required:

A6764 Architecture conservation, I OR

A6788 Architecture conservation, III 4

pts

A6831 Structures, systems, and materials, II 3

pts

A6901 Independent research/lab 2 or 3

pts

Electives:

A6790 Historic preservation colloquium 3

pts

AXXXX Other courses of interest in GSAPP 3

pts

pts	Minimum	12
pts	TOTAL POINTS TO EARN CERTIFICATE	24







# **MASTER OF SCIENCE DEGREE IN REAL ESTATE DEVELOPMENT (MSRED)**

DIRECTOR: Mr. Vishaan Chakrabarti

## **THE PROGRAM**

With continued business consolidation, sustained transformations in capital markets, swiftly changing demographics, and powerful new conflicts between the fast-expanding suburbs and traditional urban city centers, tomorrow's real estate developer must be capable of balancing multiple objectives with new solution methodologies. To address these challenges, the Master of Science program in Real Estate Development (MSRED) at Columbia focuses on a process-oriented course format:

Concept development- including the creation of new real estate products and repositioning of underperforming real estate assets

Financial analysis-project feasibility and finance, market support, and demographic analysis

Public policy-the politics of development approvals and the evolution of public/private partnering

Enterprise management-best practices for creative management of project teams and the development process

We believe Columbia MSRED is at the front edge with this process-oriented focus for real estate development, and further, that our presence in New York City offers extraordinary access to:

Specialized faculty with real world experience

Capital markets principals and institutional investors

Nationally recognized developers, owners, and architects

Exposure to Wall Street, including investment research disciplines

Variety of building types and new product prototypes

Columbia MSRED believes the next generation developer must have command of a specific development skill spectrum. Columbia MSRED is committed to a differentiated curriculum, with an emphasis on the acquisition of both theoretical frameworks and practical core competencies.

The School offers an intensive one-year Master of Science degree in Real Estate Development that prepares students to enter the real estate industry. The real estate industry plays a critical role in shaping the built environment through the construction of housing, offices, commercial retail centers, and industrial sites. In addition to private wealth, real estate creates employment, tax revenues, public spaces, cultural symbols, and social environments of lasting significance. At Columbia MSRED, the increasingly critical roles of government agencies, public benefit corporations, and nonprofit groups are also studied and analyzed. The program of study provides an interdisciplinary and coordinated exposure to the major skill sets of the development process, including real estate finance, market analysis, public policy, law, construction, concept design, and asset repositioning. Students are trained for responsible positions in both the public and private sectors of the real estate industry, with particular emphasis on the skills and sensitivities necessary to develop real estate successfully in major urban areas.

#### Admissions

Applications for admission to the program leading to the M.S. degree in Real Estate Development are due February 15 for first round admissions. Thereafter, later applications may be accepted based on merit and individual circumstances. Applicants may hold degrees in a wide range of fields. While academic preparation in development-related disciplines such as economics, business, law, engineering, historic preservation, architecture, construction, and urban planning is highly desirable, it is not essential for admission to the program. Students are required to take the Aptitude Test of the Graduate Record Examination (GRE) if their undergraduate degree was awarded within three years of application to the Real Estate Program. Information may be obtained from the Graduate Record Examination, Educational Testing Service, Box 955, Princeton, NJ 08540 (Web site: [www.gre.org/atglance.html](http://www.gre.org/atglance.html)).

#### Program Requirements

The Master of Science degree in Real Estate Development is a one-year,

36-point degree. Students attend full time during the fall and spring terms, complete their final real estate development thesis immediately following the spring term, and are awarded degrees in October. In Columbia MSRED courses, theory, quantitative techniques, industry best practices, and extensive case study materials are combined. Students must take 30 credits of required core courses from the Real Estate Development Program, with the rest constituting electives chosen from elsewhere within Columbia. Upon special application the electives may be increased and certain core courses waived, based on prior experience. The final real estate development thesis project is begun during the spring term under the supervision of a faculty adviser. Final thesis projects are detailed development proposals, evaluations of important completed projects, or analyses of major public laws or private sector initiatives in real estate development. The thesis project is due before graduation in October. Fall Term PI A4312 Real estate finance, I 3 pts PI A4538 Real estate opportunities/development process 3 pts PI A6348 Architectural design for non-architects 3 pts PI A6350 Repositioning real estate: development concepts and asset turnaround strategies 3 pts PI A6352 Development market analysis 3 pts PI A6358 Asset management 3 pts PI A6568 Public-private partnerships in real estate 3 pts

PI A4314	Real estate finance, II
PI A6260	Center for high-density development
PI A6333	Real estate law
PI A6338	International real estate
PI A6340	Real estate development thesis
PI A6354	Political environment of development
PI A6356	Construction technology and management
PI A6357	Trends in real estate / Roundtable Series
PI A8792	Research methods / field studies / individual

Internship Program

During the spring semester, MSRED students have the opportunity to complete an internship along with their spring course work. Now in the ninth year at Columbia, the Internship Program allows MSRED students to select from a group of private developers, financial institutions, public agencies, consulting firms, and nonprofit organizations, actively involved in real estate. The program is designed to provide participants hands-on experience working with real estate and real estate-related issues. Internship responsibilities can include development feasibility, financial analysis, market research, project management, asset management, policy review, and industry studies.

#### Center for High Density Development (CHDD) Seminar

A senior seminar combines student primary investigations into research modules on the benefits of high-density development with field trips to Northeast urban areas to explore proven solutions and prototypes, resulting in an on-campus symposium and annual publication of research results.

#### Trends in Real Estate-The Roundtable Series

Each spring semester, Columbia MSRED students participate in a series of topically oriented roundtable discussions with invited industry experts, developers, and financiers. The Roundtable Series also serves to explore specific development and financial issues and career opportunities in selected areas including: Capital markets trends and issues Health care and assisted living Trends in high-density residential development Historic tax credits and adaptive reuse The commercial broker's perspective Under the radar screen-techniques for small-scale developers Trends in architectural design Lodging industry trends-niche products and boutique hotels Corporate real estate-opportunities and challenges Globalization and international investment trends Pension fund investments in real estate Merging retail and entertainment Information technology and E building trends Career tracks and strategies Enterprise management and new solution methodologies Mixed-use development trends Asset management trend Affordable community Mortgage market trends Infill development Enterprise management Alternative and opportunistic

investments REITs

Courses of Instruction

Planning A4312 Real estate finance, I. 3 pts

Mr. Kahr and staff.

Prerequisites:

Familiarity with computer spreadsheets (Excel), conce of present value, and other financial formulae. Prospective students are encouraged to speak with the instructor prior to enrolling.

Introduction to methods of financial analysis for real estate investments. Topics include methods of valuation, cash flow forecasting, computer modeling, debt, leverage, and deal structures. Emphasis is placed on the financing of individual projects. This course requires higher than average preparation time. It is heavily oriented toward numerical analysis and makes use of case-study method and computer analysis spreadsheets.

Planning A4314 Real estate finance, II. 3 pts

Messrs. Kahr, Boytinck, Adelstein, Laven, and staff.

Prerequisite: Successful completion of Planning A4312-Real estate finance, I.

A carryover from Real estate finance, I to complete individual project financing. Additional topics include an overview of the real estate capital markets, selected analytic techniques for investment banking, affordable housing tax credits, commercial mortgage-backed securities, and real estate investment trusts. This course requires higher than average preparation time. It is heavily oriented toward numerical analysis and makes use of case-study method and computer analysis. Reviews of financial feasibility by project type, including office, residential, and hotel.

Planning A4538 Real estate opportunities/development process. 3 pts

Mr. Bell.

Detailed analysis of the components of the real estate development process and the functions of the key participants. Topics include techniques for selecting, organizing, and managing the development team; scheduling

and risk management; negotiating strategies; utilizing government financing and subsidy programs; and marketing and managing completed projects.

Planning A6260 Center for high-density development. 3 pts

Mr. Buckley.

Senior research seminar on the benefits of high-density development. Research modules include primary investigation and surveys on selected topics such as cultural density, measurement and perceptions of density, workplace efficiencies, and valuation metrics.

Planning A6333 Real estate law. 3 pts

Visiting lecturers.

This course covers contractual aspects of real estate development, finance, and management. Topics include structural organization and tax considerations, environmental risk allocation, sale agreements, architect and construction contracts, financing alternatives (including securitization), ground leases and commercial space leases, affordable housing projects, and public-private development agreements.

Planning A6338 International real estate. 3 pts

Messrs. Laven, Buckley, Tsui, and visiting lecturers.

An introduction to international real estate development and investment, with lectures on relevant capital market, cultural, and legal system variables, project management, opportunistic investing, and market cycles. Enrollment preference for international students.

Planning A6339 Current topics in real estate: the Roundtable Series. 2 pts

Mr. Buckley and visiting lecturers.

Students participate in a series of topically oriented roundtable discussions with invited industry experts, developers, and financiers. The Roundtable Series also serves to explore specific development and financial issues and career opportunities in selected areas.

Planning A6340 Real estate development thesis. 1 pt

Mr. Buckley, Mr. Bell, and staff.

Directed by a faculty adviser, the objective is to guide students through the preliminary stages of thesis preparation. Thesis topics fall into one of the following categories: a thorough case study analysis and evaluation of a significant real estate project that has been substantially completed; a complete development proposal for a sufficiently large and complex future real estate project; or a detailed evaluation of a public law, public policy, or private-sector initiative that has had, or is expected to have, a major impact on real estate development.

Planning A6348 Architectural design. 3 pts

Ms. Ramati.

Specifically intended for students without architectural training or experience, this course introduces the student to the notion that "good design is good business." Through the study of basic architectural thinking, the student learns how to read architectural plans and appreciate architecture and urban design as they relate to housing, hotel, office, and retail design. Many visits are made to architects' offices and to a variety of projects in New York City.

Planning A6350 Repositioning real estate:  
development concepts and turnaround strategies 3 pts  
Mr. Buckley.

Basic principles of architectural and urban design and the relationship between the developer and the architect including management of the design process. Topics include asset repositioning, master planning, relationship between form and function, special zoning techniques, and large-scale project design. Analysis of turnaround strategies and repositioning of under-performing properties and new concept prototype developments for target markets.

Planning A6352 Development market analysis. 3 pts

Mr. Shorter.

Critical factors in national, regional, and urban real estate markets that determine development opportunities. Topics include business and construction cycles, regional and urban growth trends, restructuring of urban space, hotel feasibility, commercial and industrial location theories, and demographic analysis and projection techniques.

Planning A6354 Political environment of development. 3 pts

Mr. Alschuler and Mr. Weisbrod.

Analysis of the political issues and conflicts influencing development. Topics include case studies, public laws influencing development, interest group politics, public approval processes, impacts of development on population groups and communities, and the competing equity claims of different members of society.

Planning A6356 Asset management. 3 pts

Messrs. Popkin, Quaco, Livingston, and staff.

Effective management at the property and portfolio level is increasingly a critical value-additive function of the real estate process. This course focuses on best practices in asset management with an emphasis on processes for operations, cost controls, and tenant relations techniques.

Planning A6568 Public-private partnerships in real estate. 3 pts

Messrs. Paley and Lima.

Real estate development in the public sector, a complex blend of economic imperatives and motivations to improve the public realm, involves multiple participants with widely diverging goals and agendas. Initiating projects and sustaining momentum to achieve a completed project requires a broad range of skills and resources. This course examines the powers and constraints of public agencies, approaches to planning projects and soliciting support, structuring public/private partnerships, and managing ongoing governmental participation. Case studies are drawn from a variety of projects, primarily in the New York metropolitan region, that range from large-scale projects such as the Times Square Redevelopment to small-

scale projects such as the Ronkonkoma Hub on Long Island. A special emphasis is given to public/private partnerships in transit development. Several guest speakers discuss projects currently under development.

Planning A8792 Research methods/individual research. 3 pts

Mr. Buckley.

The course is designed to provide participants hands-on experience working with real estate and real estate-related issues. Paper topics may include development feasibility, financial analysis, market research, project management, asset management, policy review, and industry studies.



## RESEARCH LABORATORIES

A new set of research laboratories has been established at the School to focus resources, creativity, and precision on key issues facing the next generations of experts devoted to the built environment. While new forms of expertise are constantly being developed within the individual programs at the School, these new labs gather some of these emergent trajectories together and focus them on a series of applied research experiments. Each lab constitutes a mini-think tank that takes on a limited set of collaborative partnerships with other units of the University and with colleagues outside the University to carry out projects that could not be done independently of such partnerships. Some of the labs will themselves collaborate when their particular joint expertise is needed. The work of the labs is integrated into the teaching programs within the School. Existing courses, particularly studios and research seminars, will often act as the site for key parts of the experiments, with research assistants drawn from the master's and Ph.D. programs. The labs also organize events (lectures, workshops, or symposia), and produce publications. Considerable emphasis is placed on the research findings but also on the ongoing debates addressed by the research and the new forms of research these debates will provoke. Experimental Labs include the following:

Technological Change and Urban Social Policy

The Network Architecture Lab

Institute for Genetic Architecture

Design Lab for Learning Organizations Infrastructure and Poverty

Action Lab

Nonlinear Solutions Unit

Architectural Memory Lab

Columbia Laboratory for Architectural Broadcasting

Japanese Architectural Studies

Spatial Information Design Lab

Avery Digital Fabrication Lab

Center for High Density Development (CHHD)

## Certificate in Advanced Architectural Research

The Graduate School of Architecture, Planning and Preservation is pleased to introduce an additional research component to its highly successful graduate programs. This research component, which is in the process of being formalized as a Certificate in Advanced Architectural Research to be granted along with the MARCH, MSAAD, MSAUD degrees, is intended for students interested in further developing the knowledge and skills acquired in completion of the master's degree in a setting dedicated to applied research. The certificate program places the same emphasis on the research labs that the master's programs place on the design studios. This will require a minimum of two additional semesters of full-time enrollment, for a total minimum of 30 additional points, as follows

Prerequisite:

MSAAD / MSAUD (3 semesters minimum)	45 pts
or MARCH (3 years)	108 pts

### Certificate in Advanced Architectural Research (2 semesters minimum)

Applied Research (in one of the approved 10 GSAPP research labs)	9 pts
Elective (history/theory) seminar	3 pts
Elective seminar	3 pts
	Subtotal: 15 pts
Applied Research (in the selected GSAPP research lab)	9 pts
Elective (history/theory) seminar	3 pts
Elective seminar	3 pts

	Subtotal: 15 pts
	Total: 30 pts

The supplementary research component to the MSARCH/MSAAD/MSAUD degree will focus on the newly established research unit infrastructure at the GSAPP, which is designed to allow faculty and students to develop applied research into various aspects of the built environment in a setting that builds on both classroom and studio teaching. The remainder of the additional curriculum will consist of electives chosen from within the course offerings of the GSAPP or other University departments to complement this research, and 6 elective points must be within the history/theory sequence. Apply to the certificate program no later than May 1 of the spring semester.



## DUAL DEGREE PROGRAMS

To utilize more fully the facilities and resources of the University and to provide opportunities for students to pursue studies in related fields, the School, in conjunction with other departments and faculties, has established several dual degree programs. Each program leads to the award of two professional degrees. Students who wish to enter one of the programs described below must apply to each of the participating schools and be admitted to both. They should consult the respective school's admissions office for further information.

### **Historic Preservation and Architecture/Historic Preservation and Urban Planning**

Requirements are completed in four years rather than the five required for the three-year M.Arch. and two-year M.S. in Historic Preservation degrees and in three years for the urban planning/preservation degrees. The full requirements for each degree are met in this shortened time by allowing certain courses to count toward both degrees and by using electives from one program to meet requirements in the other.

Admission requirements for all programs must be met. Students may apply to both programs before matriculation by checking both of the appropriate boxes on the application form, or they may apply for the Master of Architecture or Master of Science in Urban Planning after entering the Historic Preservation Program or vice-versa. Upon entering the Historic Preservation Program, those students who indicate to their adviser an interest in applying to either dual degree program are directed to take a special program of courses that allows them to fulfill appropriate historic preservation requirements.

At any time during the four years, students may elect to withdraw from one program and complete requirements for one degree only. Students in the School initially enrolled in one program may apply during their first year for admission to the other, and in normal circumstances can complete dual program requirements within three or four years. Because of the complexities of point sharing and scheduling, students applying after the first year must be prepared to spend additional time to complete

requirements for both degrees.

## **Urban Planning and Architecture**

The Graduate School of Architecture, Planning, and Preservation offers a dual program leading to the degree of Master of Architecture and the degree of Master of Science in Urban Planning. A student must enroll for 138 points of credit, which may be earned in eight terms in residence in the School.

## **Urban Planning and Business**

The Columbia Business School and the Graduate School of Architecture, Planning, and Preservation offer a dual program leading to the degree of Master of Business Administration and the degree of Master of Science in Urban Planning. A student must enroll for 90 points of credit, which may be earned in six terms in residence—three terms in the Business School and three terms in the Graduate School of Architecture, Planning, and Preservation.

## **Urban Planning and International Affairs**

The School of International and Public Affairs and the Graduate School of Architecture, Planning, and Preservation offer a dual program leading to the degree of Master of International Affairs and the degree of Master of Science in Urban Planning. A student must enroll for 90 points of credit, which may be earned in five terms in residence—at least two terms in the School of International and Public Affairs and three terms in the Graduate School of Architecture, Planning, and Preservation.

## **Urban Planning and Law**

The School of Law and the Graduate School of Architecture, Planning, and Preservation offer a dual program leading to the degree of Juris Doctor and the degree of Master of Science in Urban Planning. A student must enroll for 120 points of credit, which may be earned in eight terms in

residence-six terms in the School of Law and two terms in the Graduate School of Architecture, Planning, and Preservation.

## **Urban Planning and Public Health**

The Mailman School of Public Health and the Graduate School of Architecture, Planning, and Preservation offer a dual program leading to the degree of Master of Public Health and the degree of Master of Science in Urban Planning. A student must enroll for 80 points of credit, which may be earned in five terms in residence- two terms in the Mailman School of Public Health and three terms in the Graduate School of Architecture, Planning, and Preservation.

## **Urban Planning and Social Work**

The School of Social Work and the Graduate School of Architecture, Planning, and Preservation offer a dual program leading to the degrees of Master of Science in Social Work and Master of Science in Urban Planning. A student must enroll for 90 points of credit, which may be earned in six terms in residence-three terms in the School of Social Work and three terms in the Graduate School of Architecture, Planning, and Preservation.

## **Columbia-Dillard Dual Degree Program in Liberal Arts and Urban Planning**

A five-year dual degree program was established in 1985 with Dillard University in New Orleans, leading to a Bachelor of Arts degree from Dillard and a Master of Science degree in Urban Planning from Columbia. It is the first dual degree program in urban planning in the nation between a historic black university and a graduate program in urban planning. Students spend three years as undergraduates at Dillard and two years as graduate students at Columbia.



# **INTRODUCTION TO ARCHITECTURE: THE SUMMER STUDIO PROGRAM AT COLUMBIA**

**DIRECTOR:** Ms. Danielle Smoller

Introduction to architecture is a preprofessional program for those who are interested in architecture and may be considering it as a career, and for those students who have prior educational experience in design and may wish to complete an additional studio to prepare for application to graduate school. Students must apply online. An official transcript of the applicant's most recent work and a resumé are required. Submission of examples of graphic, photographic, or other design work is encouraged but not required. Applicants should indicate on their application their preference for afternoon or evening studio. When the application is complete, the Office of Admissions will notify the applicant of the admission decision.

## **Architecture A1003 Introduction to architecture. 3 pts**

**Ms. Smoller and staff.**

A course comprising studio and lecture formats, presenting a comprehensive experience in architectural design. The course meets five days or evenings a week for five weeks. Utilizing New York City as a laboratory, the morning sessions develop an awareness of the relationships between the history, theory, practice, and design of architecture. Seminars, workshops, and field trips to the offices of prominent professionals, to museums, and to buildings focus on these issues. The afternoon or evening sessions take place in the architecture studio, the basic environment in which architectural education takes place. Students work with studio critics on a series of projects presented by the studio director, presenting their individual designs to juries comprised of faculty and practitioners. Although the studio is structured to allow the development of design skills for those with no prior education in architecture, it also presents the opportunity for students with some background to improve their skills and gain further studio experience. In addition to the seminar and studio portions of the course, there are weekly lectures given by prominent architects from the New York metropolitan area.



## **THE SHAPE OF TWO CITIES: NEW YORK/PARIS PROGRAM**

**DIRECTORS:** Ms. Danielle Smoller, New York  
Mr. Patrick O'Connor, Paris

The Shape of Two Cities: New York/Paris Program is the School's program for undergraduate students from colleges and universities around the country. The program's goals are to introduce the fields of architecture, planning, and preservation; encourage their exploration in the contexts of history, theory, and practice; and identify and analyze their interrelationships, especially in regard to the making of cities. The in-depth course of study is suited to students without previous academic experience in design who are interested in architecture, planning, or preservation as a career, students in the liberal arts who are interested in approaching urban and historical issues from an architectural and urban planning perspective, and students with previous design experience who would like to develop additional studio skills in preparation for application to graduate school. All classes are conducted in English.

The program offers a two-semester curriculum that immerses participants in the rich physical and intellectual urban environments of New York and Paris. Instruction draws on the resources of Columbia University and its faculty, and the architectural communities of New York and Paris. During the first semester, students live and study in New York and enjoy the resources of Columbia University and the Graduate School of Architecture, Planning, and Preservation. The second semester is spent in Paris at Reid Hall, Columbia University's center for French studies, located in the heart of the Montparnasse district.

Students in the program enroll in either the Architecture Option or the Urban Studies Option and share in a core of courses while embarking on their specializations. First-term core courses are A6769-History of the American city, A4028- Building New York, and A4027-Architecture, planning, and preservation: New York. Second-term core courses are A4030-The development of Paris, A4031-History of the European city, and A4029-Architecture, planning, and preservation: Paris. These courses ground the program in a rigorous review of urban history and urban form, provide the academic structure for the students' comparative

analysis of New York and Paris, and complement the liberal arts curricula of participating colleges.

The Architecture Option combines class and studio work to introduce design, architectural theory, and structural concepts. Through a series of increasingly complex projects that are focused on New York and Paris, design studios emphasize form and space-making and the formulation of public and private spaces as they relate to urban morphology. Representational and analytical drawings and model-making are woven into studio projects as a means of developing and criticizing design concepts.

The Urban Studies Option emphasizes workshop and seminar work to introduce its fields, which are placed in the contexts of urban and architecture history, historic and contemporary approaches to planning and preservation, and analysis of the social and cultural development of New York and Paris. The first term prepares students to embark on a major independent research project in Paris around a theme developed through discussion with the faculty. This option emphasizes the combination of research and field analysis as a means for developing urban planning and design strategies.

## Admissions

The program is designed for students who have at least completed their sophomore year or recent graduates at an accredited college or university. Previous study in architecture, planning, or preservation is not required. Applicants must have the written support of their home institution. To apply for admission, the student should submit the following materials online to the Office of Admissions: application form, official transcript of academic record, letter of recommendation from the major adviser or an academic dean supporting the application to the program and attesting to the student's ability to live and study abroad, and nonrefundable application fee. Admissions decisions are mailed out shortly after all application materials are received.

## Program Requirements

All students applying to the program must choose either the Architecture

Option or the Urban Studies Option. Each option provides 32 points of course work to be completed in two terms. Courses are taught by faculty members of the Graduate School of Architecture, Planning, and Preservation, and by professional architects, planners, and preservationists in both cities.

### Core Courses

A4027	Architecture, planning, and preservation: New York	3 pts
A4028	Building New York	3 pts
A6769	History of the American city	3 pts
	Elective	3 pts

A4029	Architecture, planning, and preservation: Paris	3 pts
A4030	The development of Paris	3 pts
A4031	History of the European city	3 pts
A4051	French seminar	3 pts

### Architecture Option Courses

A4000	Design studio	4 pts
A4010	Design studio	4 pts

### Urban Studies Option Courses

A4043	Urban studies workshop	4 pts
A4044	Urban studies workshop	4 pts

### Courses of Instruction

#### TERM I: NEW YORK

**Urban Studies A4043 Urban studies workshop. 4 pts**

**Ms. Baratloo.**

Reading and discussions focused on issues and theories of urban planning. Data and site analyses of the New York City district guide students in their development of a planning intervention.

**Architecture A4000 Design studio. 4 pts**

**Ms. Smoller and Staff**

Introductory studio on the analysis, representation, and design of architectural projects for New York City. The studio combines long-term projects with sketch problems. Tutorials and lectures on graphics skills.

**Architecture A4027 Architecture, planning, and preservation: New York. 3 pts**

**Ms. Buttenwieser and Ms. Willis.**

A survey of past and present work in the three disciplines that emphasizes their interdisciplinary nature. Guest lecturers represent public and private efforts in New York's planning, design, and historic preservation. Special attention is paid to the theories of design, planning, and historic preservation that have shaped the 20th-century city. Class projects are prepared by teams that include members from both architecture and urban design options.

**Architecture A4028 Building New York. 3 pts**

**Mr. Dolkart.**

The evolution of building form and urbanism in New York City, 19th century to the present, as demonstrated by a survey of the city's building types, 19th century to the present, and including residential, commercial, and institutional architecture: Based on lectures and tours.

**Planning A6769 History of the American city. 3 pts**

**Ms. Wright.**

The process of continuity and change in American cities from the colonial period through the 20th century, covering industrialization, political conflict, reform movements, geographical and ethnic diversity, bureaucratic rationalism, and urban culture, with focus on how physical form responded to or influenced social and political forces over time.

## TERM II: PARIS

### **Architecture A4010 Design studio. 4 pts**

#### **Staff**

Analysis and design exercises lead students from an understanding of Paris as a city to an architectural proposal for a specific site.

### **Architecture A4029 Architecture, planning, and preservation:**

#### **Paris. 3 pts**

#### **Mr. Uyttenhove.**

An examination of theories and practices of architecture, planning, and preservation in Paris and its region, focusing on 20th-century and contemporary developments.

### **Architecture A4030 The development of Paris. 3 pts**

#### **Ms. Katz.**

A discussion of the 2,000-year development of Paris through a combination of lectures and site visits. Emphasis on the interrelationship between the evolution of architecture and the urban fabric.

### **Planning A4031 History of European Cities. 3 pts**

#### **Ms. Johnson**

Focus on the historical development of the physical form, architecture, and infrastructure of European cities. Cultural, social, and political contexts of the development of European cities are reviewed, as are the procedures used to reorganize the cities' forms over time.

### **Planning A4044 Urban studies workshop. 4 pts**

#### **Staff.**

A sequence of exercises introduces students to different modes of urban analysis. A reflexive "reading" of the city accompanies the student's own site research as they address a specific urban problematic.







## **ADMISSIONS PROCEDURE AND REQUIREMENTS**

Applicants should consult the admissions requirements detailed separately for each program in this bulletin. Applications are only accepted via Apply Yourself online. Please consult the GSAPP Web site ([www.arch.columbia.edu](http://www.arch.columbia.edu)) and link to admissions. Applications should be completed in accordance with the instructions accompanying them. It is the applicant's responsibility to collect all the supporting materials (transcripts and letters of recommendation). A personal statement is required of all applicants. Information on additional required supporting materials is listed under the degree offered. The admissions Office will not accept applications or supporting materials via facsimile machine.

### **APPLICATION DEADLINES FOR DEGREE CANDIDATES**

Fall term: Applications and all supporting material for the Master of Architecture Program must be received by December 15. Scholarship applications must be received by the same date.

For applications to all other programs except the Ph.D., the deadline is January 15. The deadline for the Ph.D. Programs is January 1. (See the Ph.D. Program section of this bulletin for further information.) Ph.D. Application materials should be requested from the Graduate School of Arts and Sciences (212-854-4737) (107 Low Library).

There are no spring term admissions.

### **For Special Students**

Fall term: Applications must be received by August 1.

Spring term: Applications must be received by December 15.

No application is forwarded to the Committee on admissions until all supporting documents and materials have been received. It is the applicant's responsibility to make sure that all of the materials he or she has requested and submitted have been received prior to the deadline for receipt of applications.

## **DEPOSIT**

Admissions decisions are mailed on or before April 1. An applicant who has been accepted for admission as a degree candidate is required to pay a \$700 deposit to the University within fifteen days after receiving the notice of acceptance. This deposit is applied toward tuition when the applicant registers; if the applicant does not register, the deposit is not refunded. Credit for the deposit may be extended for twelve months when an applicant fails to register because of illness. Proof of illness is required.

If the fee is not paid within fifteen days after receiving the notice of acceptance, the applicant forfeits the place in the School that has been reserved for him or her.

An applicant who does not accept his or her place in the School for the year admitted can reactivate the application for the following year by writing to the Office of admissions before the admissions deadline. Readmission is not automatic.

## **INTERNATIONAL STUDENTS**

In addition to the general admissions requirements, international students (1) who can understand rapid idiomatic English and can speak, write, and read English with a high degree of facility and (2) who can prove their ability to support themselves financially while in the United States are eligible for admission to Columbia. For a single student, travel money plus a minimum of [\$56,570] for living and tuition expenses for each two-semester academic year (fall and spring), and [\$81,744] for each three-semester program (summer, fall, and spring), is considered essential. Since an international student holding a student visa (F) or exchange visa (J) is required by the United States Immigration and Naturalization Service to carry a full program of study, students should not plan to depend on income from outside employment. Note: All students with nonresident visas will be charged a fee (estimated to be \$50 for 2012-2013) per term (fall and spring) to support the University's services to international students.

Students whose native language is not English or who did not receive their education in an English-speaking country should make arrangements to take the Test of English as a Foreign Language (TOEFL). Inquiries about this test, which is administered four times annually throughout the world,

should be addressed to TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ 08541-6151, U.S.A.; telephone 609-771-7100; e-mail [toefl@ets.org](mailto:toefl@ets.org). The minimum TOEFL score for admission is 600 PBT, 250 CBT, 100 iBT. The GSAPP does not accept the IELTS in lieu of the TOEFL.

### **English as a Foreign Language (TOEFL)**

#### **Students Applying from within the United States**

Students applying from within the United States, whether nonimmigrants or immigrants (permanent residents), should follow the standard application procedures. If applying from outside the New York City area, students whose native language is not English or who did not receive their education in an English-speaking country should make arrangements to take the Test of English as a Foreign Language (TOEFL). Applicants are urged to make arrangements to take the examination early. If applying from within or near the New York City area, students must take the English Language Placement Test (in lieu of the TOEFL) at the Columbia University American Language Program, unless exempted by GSAPP. Students who are required to take the English Language Placement Test should do so as early as possible. The test can be taken during the last week of August. Test schedules are available in 505 Lewisohn.

#### **Financial Aid for International Students**

The Graduate School of Architecture, Planning, and Preservation does not provide financial aid for international students. Students needing financial aid who reside in countries that have a United States Educational (Fulbright) Commission should apply through the Commission. Information about the Commission and about Fulbright grants (both travel and full-support grants) may be obtained from the nearest United States Embassy, Consulate, or Information Service. Students in Great Britain who wish to request financial aid should apply through the English-Speaking Union, 37 Charles Street, London W1X-8AB, England.

#### **Orientation Program for New International Students**

The orientation program for new international students arriving for the September term takes place during orientation week, usually either the last week in August or the first week in September. For further information, consult the International Students and Scholars Office (ISSO), telephone: 212-854-3587; mailing address: International Students and Scholars Office, Columbia University, Mail Code 5724, 2960 Broadway, New York, NY 10027. Students wishing to visit the ISSO are invited to stop by at 524 Riverside Drive.

The International Students and Scholars Office (ISSO) offers many services for international students as well as American citizens and permanent residents who have studied in a foreign country. Services for international students include preadmission counseling, immigration-related and document services, International Orientation, social and cultural activities, and a program for the spouses of students. The ISSO also provides credential analysis services to the admission offices of the University. The ISSO is open year-round, and international students are urged to make use of its services during their stay at the University.

The ISSO staff is available for personal advisement and for help in learning about the campus and New York City. The ISSO is an essential source of information regarding immigration and Department of State regulations that affect international students studying in the United States. The staff can also assist with many other nonacademic matters. The ISSO provides information about the many cultural activities in the New York area and has reduced-rate tickets for plays, concerts, and other events.

Students are required to check in with the ISSO within a week of their arrival at Columbia. Orientation for new international students arriving for the fall term takes place usually either the last week in August or the first week in September. Visit the ISSO at 524 Riverside Drive (in International House North, just north of 122nd Street); call 212-854-3587; e-mail [isso@columbia.edu](mailto:isso@columbia.edu); and visit online at [www.columbia.edu/cu/isso](http://www.columbia.edu/cu/isso).

## **SPECIAL STUDENTS**

Professionals in fields related to architecture may be eligible to take courses in the Graduate School of Architecture, Planning, and Preservation. These students must be admitted by the Office of the Associate Dean for Admissions as special students (nondegree candidates). Many courses, including the design studios, drawing courses, and seminars, are not open

to special students.

If at a later date a special student wishes to apply for matriculation in any of the graduate degree programs, the student must file a formal application before the stipulated deadline. The Admissions Committee does not treat the applicant preferentially.

Students who take courses as special students and are later admitted to a degree program may be awarded advanced standing for up to 6 points of work taken as a special student. Those who wish to apply for degree candidacy are therefore urged to do so at the earliest possible time.



## **Application Fees**

**Application for admission as a degree candidate**  
**\$75**

## **Estimated Expenses**

The approximate cost of attending the University for nine months of the academic year, including the projected tuition for the 2012-2013 academic year, is as follows. It includes the University Facilities fee, the Health Service fee, and the cost of Basic medical insurance.

Tuition for a 30-point program \$34,200

Living expenses (room, board, books, clothing, laundry, travel, sundries)  
\$20,230

University Facilities and Health Service fees, and medical insurance  
\$2,140

Total \$56,570

## **HEALTH SERVICE FEE**

Services and programs offered by Health Services at Columbia (HSC) are supported by the Health Service fee. Students who have paid the fee pay no additional charges when using services provided on campus, except for charges for immunizations and travel assessments. University policy requires all registered full-time and residential students to have acceptable health insurance coverage and pay the fee. In addition to the services available on campus, HSC arranges for students who have paid the fee to obtain coverage for certain important services from off-campus providers when necessary. There are limits and restrictions on this coverage. Please review the full program descriptions and directions for utilizing the benefits at [www.health.columbia.edu](http://www.health.columbia.edu).

The 2012-2013 rates were as follows:

Fall term \$387

Spring term \$387

Summer\* term \$175

#### International Service Charge

For students with nonresident visas

Per term (fall and spring) \$50

\*This fee is subject to approval each year by the Board of Trustees of Columbia University. Check [www.health.columbia.edu](http://www.health.columbia.edu) for up-to-date Summer Health Service fee. Students registering for a full-time course load in either Summer Session I or II are automatically enrolled in the Summer Health Service Program and are required to pay the Summer Health Service fee. Other students, including May graduates, who wish to maintain their Health Service eligibility between June 1 and August 31 may elect to enroll in the Summer Health Service Program.

#### Late Registration Fees

During late registration \$50

After late registration \$100

### MEDICAL INSURANCE PLAN

University policy requires all registered full-time and residential students to have acceptable health insurance coverage. Columbia University offers the Student Medical Insurance Plan, which provides both Basic and Comprehensive levels of coverage. Full-time students are automatically enrolled in the Basic level of the Plan and billed for the insurance premium in addition to the Health Service fee. Part-time students may elect enrollment in the Health Services Program and in the medical insurance plan. For detailed information about medical insurance coverage options and directions for confirming enrollment, upgrading coverage, or submitting a waiver request, visit [www.health.columbia.edu](http://www.health.columbia.edu).

The rates and periods of coverage for Student Medical Insurance for 2007-2008\* are as follows:

Fall term

Basic level / Comprehensive level \$569/\$813

Spring / Summer terms Basic level / Comprehensive level \$873/\$1,254

Transcript Fee

One time only, for new students \$75

## **Tuition**

The following fees, prescribed by statute, are estimated to be in effect for 2007-2008. These fees are subject to change at any time at the discretion of the Trustees.

University charges such as tuition and fees and residence halls and board plans are due and payable in full by the date announced before the beginning of each term. If partial payments are made, a late payment charge is assessed on amounts not paid by the due date on the initial statement made available to you online prior to registration, and, thereafter, as indicated on subsequent online statements.

It is the policy of the University to withhold registration/change of programs, diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to settle their accounts at least one month prior to graduation. In the event a diploma, certificate, or transcript is withheld because of an unpaid balance, a student may be required to use a certified check, money order, or cash to release any of the aforementioned documents.

\*Student Medical Insurance Plan rates and benefits change annually. For up-to-date information, please check the Health Services at Columbia Web site ([www.health.columbia.edu](http://www.health.columbia.edu)), where updates will be posted regularly.

## **Tuition Rate**

For all courses, per point, except where a special fee is fixed \$1,480

With the provision that for degree candidates the tuition for a program of 12 to 19 points shall be, per term \$22,200

University Facilities Fee (per term-fall, spring, or summer)

Full-time student (fall and spring/summer) \$236/\$236

Part-time student (fall and spring/summer) \$152/\$152

## **WITHDRAWAL AND ADJUSTMENT OF FEES**

Any student withdrawing from the GSAPP must file an official notice of withdrawal in the Admissions Office as soon as possible; any adjustment of the tuition that the student has paid is reckoned from the effective date of withdrawal. (For partial withdrawal, see Changes in Programs of Study, above.)

The application and late fees are not refundable. Health Service, medical insurance, and special fees are refundable if notice of withdrawal is received by the Admissions Office by the last day of the change-of-program period. For 2012 - 2013, those dates are September 14 (fall term) and January 26 (spring term). In all cases, a withdrawal fee of \$75 will be assessed.

After the last day to change programs in each term (see Academic Calendar), the above amount is retained plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below) for each week, or part of a week, that the student remains registered after these dates. The student is considered registered until the date on which the student's written notice of withdrawal is received by the Office of Admissions.

## **WITHDRAWAL SCHEDULE**

The refund percentage is as follows:

Term Week : Refund

1st Week : 100%

2nd Week : 90%

3rd Week : 80%

4th Week : 80%

5th Week : 70%

6th Week : 60%

7th Week : 60%

8th Week : 50%

9th Week : 40%

After 9th Week : 0%

(Note: when a term begins on a Tuesday, the term week goes from Tuesday to Monday)



## **GENERAL POLICIES**

The goal of the School's program of financial assistance is to provide financial aid to U.S. citizens and permanent residents who have demonstrated need consistent with University guidelines. Financial need is met through a combination of grants and/or loans. An entering student who receives a scholarship grant should be able to meet, through a combination of the grant, loan funds, family contributions, summer earnings, and other resources, all expenses through the academic year. The need of a student is determined by assessing all possible resources including the student's own resources, those of his or her spouse, if any, and a parental contribution where applicable. From these resources, a student's estimated expenses are deducted; the difference becomes the student's "need."

In subsequent years a student who continues to have financial need and continues to achieve a satisfactory record will qualify for a continuation of financial aid. A new application must be made each year.

A scholarship grant is applied as a credit toward tuition: one half at registration for the fall term, the other half at registration for the spring term.

## **LOANS AND FEDERAL FINANCIAL AID**

Students and applicants applying for any of the Federal Student Aid Programs described in this section must submit a Free Application for Federal Student Aid (FAFSA) to the Federal Student Aid Programs' Processing Center no later than February 15. Students and applicants should use estimated income figures when completing this form if a tax return has not already been filed. In addition, it is very important that the Graduate School of Architecture's school code (E00115) be entered in the School Release section of this form. All questions may be directed to Student Financial Planning at 212-854-7040.

## **FEDERAL STAFFORD LOAN (SUBSIDIZED)**

The Federal Stafford Loan is a federally insured, federally subsidized loan obtained through a participating lender. Graduate students may borrow up to \$8,500 per year. Repayment of interest and principal is deferred

until six months after the student ceases at least half-time registration. Eligibility for a subsidized Federal Stafford Loan is limited to U.S. citizens and permanent residents who demonstrate need through submission of the Free Application for Federal Student Aid (FAFSA). Students will be advised of application procedures when they receive their financial aid award notification.

### **FEDERAL STAFFORD LOAN (UNSUBSIDIZED)**

This is a non-need-based loan that allows students who are eligible for \$8,500 in subsidized Federal Stafford Loan to borrow up to an additional \$12,000 per year. Students not eligible for a subsidized Federal Stafford Loan may borrow up to \$20,500 with this loan. The total combined borrowing limit under subsidized/unsubsidized Stafford Loan is \$20,500. Interest on Unsubsidized Federal Stafford Loan funds must be paid or capitalized during in-school and deferment periods. Principal is deferred until six months after the student ceases at least halftime registration. Eligibility is limited to U.S. citizens and permanent residents who have filed a Free Application for Federal Student Aid (FAFSA). Students will be advised of application procedures when they receive their financial aid award notification.

### **PERKINS LOAN**

A limited amount of Federal Perkins Loan funds is available for students who are U.S. citizens or permanent residents and who demonstrate exceptional financial need. Eligible students will be notified in their financial aid award letter. Repayment of principal and interest begins nine months after the student ceases at least half-time registration. Students who are awarded funds must complete Perkins promissory notes at 208 Kent Hall.

### **SATISFACTORY ACADEMIC PROGRESS**

Students receiving any Federal Financial Aid described in this section must demonstrate satisfactory academic progress in order to retain eligibility. The standards established to determine satisfactory academic progress for Federal Financial Aid recipients are the same as those for students not receiving Federal Financial Aid. Please refer to the following sections in this bulletin: Matriculation and Facilities, Withdrawal and Adjustment of Fees, Academic Standing, and Grades, for specific school policy. The

Committee on Student Performance is an appeals committee acting on all matters involving students with unsatisfactory academic records. Appeals may be directed to this committee through the Office of the Dean. Students who are reinstated upon appeal will automatically be reconsidered for Federal Financial Aid.

## **SOCIAL SECURITY NUMBER REPORTING**

To comply with current and anticipated Internal Revenue Service mandates, Columbia University requires students who will be receiving financial aid or payment through the University payroll system to report their Social Security number at the time of admission. Newly admitted students who are eligible but do not have a Social Security number should one well in advance of their first registration.

## **NATIONAL, REGIONAL, AND FOUNDATION FELLOWSHIPS**

### **AMERICAN INSTITUTE OF ARCHITECTS - AMERICAN INSTITUTE OF ARCHITECTS FOUNDATION SCHOLARSHIPS PROGRAM**

Applications and information may be obtained from the American Institute of Architects, Scholarships Program, 1735 New York Avenue, N.W., Washington, DC 20006. The deadline for filing applications is usually December 31.

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN gives fellowships to women for their last year of enrollment in professional schools. The deadline date is December 15 before the final year of graduate studies. Applications can be obtained from: AAUW, 2401 Virginia Avenue, N.W., Washington, DC 20037.

**NEW YORK STATE REGENTS COLLEGE TEACHING FELLOWSHIPS**  
Annual predoctoral fellowships are open to legal residents of New York State for doctoral study in preparation for college teaching. Recipients must indicate their intent to teach in an institute of higher learning within the state upon graduation. Applications may be obtained from the New York State Higher Education Service Corporation, 99 Washington Avenue, Albany, NY 12255, and are due December 1.

**PUBLIC HEALTH SERVICE FELLOWSHIPS** Predoctoral fellowships

are available to students in the basic sciences or the social sciences for work relating to problems of health and disease. Applications are obtained by writing to the Chief, Career Development Review Branch, Division of Research Grants, National Institutes of Health, Bethesda, MD 20014, and are due by December 1. Students should consult the Foundation Directory for Grants to Individuals, which is available in the Admissions Office.

**NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)** Any student who can prove legal residency in New York State for the preceding year should apply for a TAP award for each term in which he or she is registered as a full-time degree candidate. The amount of this award is based on the net taxable balance of the student's income and the income of those responsible for his or her support, as reported on the New York State income tax return for the previous calendar year.

Applications and further information can be obtained from the New York State Higher Education Service Corporation, 99 Washington Avenue, Albany, NY 12255, or from the Financial Aid Office at the GSAPP.

## **Program Awards and Honors**

### **William Kinne Fellows Traveling Fellowships**

The School is the beneficiary of a considerable bequest from the late William Kinne that has as its purpose the enrichment of students' education through travel. Traditional procedures of disbursement include individual, noncompetitive grants for school sponsored travel for architecture, preservation, and planning students, and a limited number of competitive fellowships for two to three months of travel open to all graduating students in the School.

The GSAPP Committee on Fellowships and Awards decides each year how to disburse the annual interest of the William Kinne Fellows Trust, according to the following procedure: available funds are divided among the programs in the School, proportionate to the length of each program and the number of students enrolled.

### **Graduate Kinne Fellowships**

Graduate Kinnes are selected by the GSAPP Committee on Fellowships and Awards.

A number of competitive fellowships for travel incorporating the study of architecture, including planning and other specialized aspects of architecture, are awarded annually. Any student who receives a degree from the GSAPP in October, February, or May is eligible to apply. Applications are available from the Office of Grants and Development and must be returned by the date specified.

Graduate Kinnes are awarded on the merit of proposals submitted. However, a student's academic record may be taken into consideration by the committee to assure that the candidate is generally responsible and can be expected to carry out the proposal he or she submitted. Applicants are encouraged to consider their proposals seriously and write them carefully. When organizing proposals, applicants should be realistic in planning their time, the distance they will travel, and the scope of research they can accomplish within these limits. A budget should be included in the proposals. Faculty members are available for consultation and advice on constructing and writing proposals.

These awards are announced by the dean at graduation.

### **“School-Sponsored Kinne”**

All M.Arch., AAD, UD, UP, and HP students are eligible for a one-time, individual, noncompetitive grant for school-sponsored travel. The UD, UP, and HP programs normally organize group trips. Third-year M.Arch. and AAD students may participate in studio group travel. Applications must be submitted by the organizing faculty member to the Office of the Dean. All trips must be scheduled in the spring during the week before the University's spring break. Also, some William Kinne Fellowships may be allocated to help support organized summer and holiday group study trips internationally (under the supervision of a faculty member). Funds can be used for travel and accommodations only. Announcements concerning summer group study are usually made at the beginning of the spring term. An insurance waiver may be required.

## THE SAUL KAPLAN TRAVELING FELLOWSHIP

This fellowship is funded by a gift from Saul Kaplan (M.Arch. '57) and is awarded to the School's best design student. The recipient will be chosen on the basis of merit through a competitive process based on the submission of a portfolio of design work produced while he or she is a student at the School. As a significant component of this Fellowship is travel, prior to receiving the prize funds the recipient must submit a statement articulating goals and objectives for a travel/study program not to exceed six months. Recipients of the Kaplan Traveling Fellowship will also be named recipients of the McKim Prize for Excellence in Design. The award is announced at Commencement ceremonies in May. Following the travel/study program, the recipient is invited to return to the School to present the results of his or her studies.

## Architecture Program Awards

### SKIDMORE OWINGS MERRILL FOUNDATION ANNUAL FELLOWSHIPS

Second-year M.Arch., Advanced Architectural Design, and Urban Design students are eligible to be selected by the Architecture Committee on Fellowships and Awards for nomination to the SOM Foundation. The SOM Fellowship awards money for nine, six, and three months of travel and research. Those students selected must submit portfolios of schoolwork to the SOM Foundation Jury; the Architecture Program makes available limited monies to help in the production of these portfolios. Notices will be posted when submissions to the committee are needed. In the years 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1996, 1997, and 2002. Columbia students received first prizes in the SOM Fellowship Competition.

### VINCENT G. KLING SCHOLARSHIP

This scholarship is awarded each year to a student in the Master of Architecture Program. Selection is based on financial need and academic excellence.

### ALAN J. GERBER MEMORIAL SCHOLARSHIP

This scholarship is awarded each year to a student entering the second or

third year of the Master of Architecture Program. The recipient is selected on the basis of financial need and design ability. The scholarship was established by Mr. and Mrs. Sheldon Gerber in memory of their son, Alan (M.Arch. '83). Christopher Fox Memorial Scholarship The Christopher Fox Memorial Scholarship is given each year to a second- or third-year M.Arch. student in memory of Mr. Fox's outstanding contributions to the Columbia community.

### **ALEXANDER KOUZMANOFF SCHOLARSHIP FUND**

This endowment fund is sponsored by alumni and friends to honor Alex Kouzmanoff, professor emeritus after 33 years and chairman of the Division of Architecture at Columbia from 1971 to 1977. As the endowment continues to increase through contributions, so will the scholarship award. Students in the Master of Architecture Program are eligible. Selection is based on financial need and academic excellence.

### **Urban Planning Program Awards**

#### **Charles Abrams Scholarship**

The Charles Abrams Scholarship is a large cash award administered by the American Planning Association. It is granted to one graduate student each year from among the five universities where Charles Abrams taught: Columbia, Harvard, M.I.T., the University of Pennsylvania, and the New School for Social Research. Applications and supporting material should be submitted to the director of the Urban Planning Program by the date determined by the APA. The faculty then selects one candidate and forwards that application to the APA's Washington office.

### **Historic Preservation Program Awards**

#### **THE CLEO AND JAMES MARSTON FITCH STUDENT PRIZE**

The Cleo and James Marston Fitch Student Prize celebrates twenty years of preservation education at Columbia and honors its founder, James Marston Fitch. This is a cash prize awarded annually to the most promising student in historic

preservation at Columbia at the completion of his or her first year. Candidates must be enrolled as full-time, first-year students in the Preservation Program and must intend to graduate from Columbia.

The candidate must submit a project done for any preservation course taken at Columbia during the fall or spring (a design or planning project, an architectural history essay, a conservation study, etc.). Only one submission is permitted, and it must have received a grade of HP.

The Selection Committee bases its decision on the submission and is looking for quality preservation work that shows the promise of professional excellence. A deadline for the award will be announced. Applications for the award are available in the Preservation Office. Submissions are to be made to the Historic Preservation Program's administrative assistant.

The committee will meet during the summer and will announce the winner at a reception during the fall. The Selection Committee consists of members of the preservation faculty and representatives of Preservation Alumni, Inc.

### **THE QUESTERS' SCHOLARSHIP**

The Questers award two significant scholarships to students in the Historic Preservation Program. Scholarships have been given annually since 1973.

### **Real Estate Development Program Awards**

#### **American Society of Real Estate Counselors Educational Trust Fund**

Up to two \$1,000 scholarships are awarded to real estate students who may ultimately engage professionally in real estate counseling. Awards are made based on past experience, future plans, scholastic merit, and financial need. Applications are competitive with other schools and awards are made by ASREC.

### **INTERNATIONAL COUNCIL OF SHOPPING CENTERS EDUCATIONAL FOUNDATION**

The International Council of Shopping Centers Educational Foundation

gives awards and scholarships each year to eligible students in the Real Estate Development Program. Awards are made by the ICSC and are competitive with other schools.

### **THE ASSOCIATION OF REAL ESTATE WOMEN AWARD**

The Association of Real Estate Women gives a scholarship award every year to a student in the Real Estate Program. The award is based on financial need. Women who are graduates of New York City public high schools will be given preference.

### **THE STARRETT/HRH SCHOLARSHIP FUND**

The HRH Construction Corporation awards scholarships every year to students in the Real Estate Development Program.

### **Medals and Prizes (Schoolwide)**

Medals and prizes are awarded at Commencement.

### **HONOR AWARDS FOR EXCELLENCE IN DESIGN**

This prize is awarded at graduation each year to six to eight graduating students for the high quality of work in the design studios during their program of studies at Columbia. The award carries a \$500 prize. Additional information regarding criteria and eligibility is available in the Grants and Development Office, 405 Avery Hall.

### **McKIM PRIZE FOR EXCELLENCE IN DESIGN/SAUL KAPLAN TRAVELING FELLOWSHIP**

This prize is awarded at graduation to recognize the student whose work in the Advanced Studios has been outstanding and is the highest honor award given by the School for design work. It is named for Charles Follen McKim, architect of Avery Hall and benefactor of the School. The award is given in conjunction with the Saul Kaplan Traveling Fellowship and carries a \$12,500 prize.

### **ALPHA RHO CHI MEDAL**

Awarded annually to the student who has shown ability in leadership and who gives promise of professional merit through his or her attitude and personality.

#### **AMERICAN INSTITUTE OF ARCHITECTS MEDAL AND CERTIFICATE**

A medal awarded annually to the student who has maintained the best general standard in all departments during the entire professional course. A certificate is given to the alternate for the prize.

#### **NEW YORK SOCIETY OF ARCHITECTS MATTHEW DEL GAUDIO AWARD**

Awarded annually to a student for excellence in total design.

#### **BUILDING TECHNOLOGIES HONOR AWARD**

This prize is awarded at graduation to the student who most demonstrates an ability to incorporate building technologies into the issues of architectural design. The award carries a \$500 prize.

#### **COMPUTER-AIDED DESIGN HONOR AWARD**

This prize is awarded at graduation to a student for innovative computer programming and research in algorithmic architecture. The award carries a \$500 prize.

#### **HISTORY/THEORY HONOR AWARD (ALI JAWAD MALIK MEMORIAL AWARD)**

This prize is awarded at graduation to a student in recognition of high-quality work in the History/Theory Sequence. The award carries a \$1,000 prize.

#### **LUCILLE SMYSER LOWENFISH MEMORIAL PRIZE**

This award is given to the graduating students who submit the best final-semester design problem in each studio section. The award carries a \$100

prize.

### **CHARLES ABRAMS URBAN PLANNING THESIS AWARD**

Awarded annually to one or two students for an outstanding thesis completed on time. The award carries a prize of \$500.

### **AMERICAN INSTITUTE OF PLANNERS CERTIFICATE**

Given to an outstanding graduate student in planning. The award carries a prize of \$500.

### **THE ROBERT C. WEINBERG AWARD**

This award is sponsored by the American Institute of Certified Planners of New York City for academic excellence in urban planning.

### **DESIGN AWARDS IN HISTORIC PRESERVATION**

The design prize is annually awarded to a second-year student in the Design Concentration of the Historic Preservation Program.

### **HISTORIC PRESERVATION FACULTY AWARD FOR OUTSTANDING THESIS**

Awarded annually to one or more students for an outstanding thesis. The award carries a prize of \$500.

### **REAL ESTATE DEVELOPMENT FACULTY AWARD FOR OUTSTANDING THESIS**

Awarded annually to one or more students for an outstanding thesis. The award carries a prize of \$500.

### **Archives, Exhibitions, and Publication of Student Design Work**

At the conclusion of each project in the studios, each studio critic selects at least two student projects for recording in the Archives and for possible display in revolving exhibitions within the School. The studio critic notifies each selected student and then gives their names (along with the names of

the projects) to the teaching assistant, who oversees the following: 1. The works are recorded (models photographed by the archive photographer; drawings to be sent out for reduction/reproduction by the teaching assistant). In all cases the student is expected to finish the models and the drawings in such a way that they are suitable for documentation. 2. Each year in May the works are considered for display in Avery and Buell Halls. Abstract, the yearly publication of student work in the studios of the School, is drawn from the holdings of the Archives. Several drawings from the year-end exhibition of student work are selected by the dean, the program director, and the Avery librarian for inclusion in the permanent Avery Architectural Drawings Collection. The School reserves the right to make a copy (photograph or print) of any work submitted for credit. Every effort will be made to produce these copies in a timely manner, but the student's work will be considered the property of the School until this process can be accomplished. The material in the Archives is not available to students for reproduction. Students are responsible for documenting their own work and for maintaining a portfolio, updated after each term.

### Scholarships-University GSAPP

In order to be considered for a scholarship, applicants should submit the scholarship application of the Graduate School of Architecture, Planning, and Preservation to the Admissions Office at the time they apply to the School. The deadline for financial aid applications for continuing students is April 1.

A financial aid application can be considered only if it is accompanied by IRS forms 1040 from student, spouse, and parents. In view of limited financial aid resources, an applicant's assertion of self-support or emancipation is not recognized in awarding scholarship grants.

All students who receive scholarships must be registered for a minimum of 12 credits per semester.

# **STUDENT EMPLOYMENT**

## **FEDERAL WORK-STUDY PROGRAM**

The Federal Work-Study Program was established to aid U.S. citizens and permanent residents who need to work in order to meet school expenses. Eligibility for this program depends on financial need as determined by a federally mandated need analysis for which the FAFSA (see Federal Stafford Loan, above) is required. Each year Columbia students fill many on-campus positions, as well as jobs in off-campus public and nonprofit organizations, through funds allocated to this program. Employment in this program is restricted to twenty hours a week during the academic year. Students may work full-time during the summer and vacation periods. Students who will begin graduate work during the regular academic year may hold work-study positions during the summer prior to their first registration.

## **TEACHING ASSISTANTSHIPS**

Teaching assistantships and readerships are available to all matriculated students who are registered for a minimum of 12 points. Assistants help faculty members in instruction and in administration. Assignments may change from year to year; areas in which assistantships are generally given include: design studio; drawing; computers; building technology; history/theory; conservation; photography/darkroom; slide library; model shop; exhibitions; planning workshop; publications.

Compensation consists of a combination of a tuition award and a stipend. Applications are made available by the Dean's Office during the spring of each year for positions in the subsequent fall term and for some full-year assistantships; applications may also be solicited in the fall term for positions available in the coming spring term.

## **TAX WITHHOLDING FOR NONRESIDENT ALIEN TEACHING ASSISTANTSHIP RECIPIENTS**

United States tax law requires the University to withhold tax at the rate of 14 percent on fellowship grants paid to nonresident aliens that exceed the cost of tuition, books, fees, and related classroom expenses.

Certain countries have entered into tax treaties with the United States,

which may serve to reduce this rate of withholding. However, even when such a treaty applies, the student and the University must report the full amount of such excess to the Internal Revenue Service. If a student claims tax treaty benefits, he or she must also report this amount to his or her country of residence.

The tax law is complex and may vary with regard to individual circumstances. Therefore, as the University is not in a position to offer individual tax advice, each student may also wish to consult the consulate of his or her country of residence or a qualified tax professional.

## **WITHDRAWAL FROM SCHOOL**

Your financial aid may be affected if you withdraw from the University. According to the Federal Return of Title IV refund policy, your refund, if any, will be based on the last day of attendance. Refunded amounts will typically be credited in the following order: unsubsidized Federal Stafford Loan, subsidized Federal Stafford Loan, Federal Perkins Loan. Any remaining credit balance will be refunded to the student upon written request.





# **HOUSING**

## **UNIVERSITY APARTMENT HOUSING**

University Apartment Housing (UAH) provides full-time degree candidates with housing near the University. Students must maintain full-time status to remain in housing. UAH consists of apartments designated for students and dormitory-style rooms. Rents are based on the size of the apartment/room and what amenities, furnishings, and/or utilities, if any, are provided. The majority of students are housed in dormitory-style rooms and apartment shares. Limited housing is available for couples in efficiency or one-bedroom apartments.

The application for housing is available on the UAH Web site, <http://facilities.columbia.edu/housing/>. New students will receive a password access to the site after enrollment. The site contains a detailed description of the types of housing offered, the process of applying for housing, the process for accepting an Offer of Assignment, and the process for moving to campus. There is also a general chart of the range of rents for various types of housing. There is usually an annual rate increase for all housing units announced in the spring of each year.

Students are billed either monthly or by term, depending on the building assigned. All leases/contracts terminate on May 31 to coincide with the close of the academic year. Continuing full-time students are offered renewals beginning June 1 through the next academic year. Upon completion of the degree requirements, students must vacate their UAH accommodation.

Columbia Security operates car and foot patrols within the entire UAH area, and a shuttle bus provides transportation to and from campus and other UAH properties during evening hours. Questions about housing should be sent to [uah@columbia.edu](mailto:uah@columbia.edu) and are usually answered within two business days.

## **OFF CAMPUS HOUSING**

The Off-Campus Housing Assistance (OCHA) office helps Columbia affiliates in their search for rental housing in non-Columbia-owned buildings located in the metropolitan New York area. OCHA maintains regular office hours and provides advice, resources, and a Web site that

features informational videos and a database of available housing.

The services of OCHA are for students and affiliates of the University only. OCHA's services are free of charge. OCHA does not operate as a real estate or rental agency; however, some of its listers may charge a fee. The service does not screen owners, tenants, or roommates, and apartments are not inspected or approved by Columbia or the employees of OCHA. Listing of accommodations does not constitute a recommendation of such facilities, nor is the accuracy of the description verified by OCHA.

Columbia assumes no responsibility in connection with the rental agreement and recommends that any agreement between the tenant and landlord be put in writing. OCHA reserves the right, but does not have the obligation, to remove or edit any listing for any reason.

Anyone is free to list available housing with OCHA. All listers must be aware that their listed apartments are offered in accordance with applicable University, city, state, and federal statutes and regulations governing equal opportunity and nondiscriminatory access to housing. OCHA will not knowingly accept any listing which appears to violate these statutes and regulations. Any question regarding policies of OCHA should be directed (in writing) to the Manager, Off-Campus Housing Assistance, Columbia University, 401 West 119th Street, New York, NY 10027.

You may also contact OCHA as follows: phone 212-854-2773; fax 212-854-5333; e-mail [ocha@columbia.edu](mailto:ocha@columbia.edu); or visit us online at our Web site (<http://facilities.columbia.edu/housing/intro-ocha-3>).

Students not eligible for Columbia housing should note that postings regarding available apartments and apartment shares can be found on bulletin boards around campus and in the surrounding neighborhood. Naturally, these postings are not related to, or inspected by, the University, but they can provide an extra source of possible accommodations for the student seeking off-campus housing.





## **INSURANCE AND HEALTH SERVICES**

HEALTH SERVICES AT COLUMBIA (HSC) on the Morningside campus provides integrated, accessible services and programs that support the well-being of the campus community, and the personal and academic development of students. They are comprised of more than one hundred individuals: medical providers, dietitians, disability specialists, health educators, therapists, psychiatrists, peer counselors, student personnel, support staff, and administrative professionals. All programs and services provided by HSC adhere to strict standards of confidentiality in compliance with state and federal laws. HSC is made up of the following departments:

Alice! Health Promotion Program seeks to make the campus healthier by connecting students with information and resources, cultivating healthy attitudes and behaviors, and fostering a culture that values and supports a healthy community. Alice! coordinates Stressbusters, the 100 m.i.l.e. Club, and the Go Ask Alice! Internet Q&A service. Alice! is in suite 108A on the main floor of Wien Hall (212-854-5453).

Counseling and Psychological Services (CPS) supports the psychological and emotional well-being of the campus community by providing individual counseling for students, couples counseling for students and their partners, student life support groups, and medication consultations. Emergency consultations are available to the entire university community. CPS is on the eighth floor of Lerner Hall (212-854-2878).

Office of Disability Services (ODS) facilitates equal access for students with disabilities by coordinating reasonable accommodations and support services. Reasonable accommodations are adjustments to policy, practice, and programs that "level the playing field" for students with disabilities and provide equal access to Columbia's programs and activities. Examples include the administration of exams, services such as note-taking, sign language interpreters, assistive technology, and coordination of accessible housing needs. Accommodation plans and services are custom designed to match the disability-related needs of each student and are determined according to documented needs and the student's program requirements. Registration includes submission of both the Application for Accommodations and Services and disability documentation. The application form and documentation guidelines are available online and at the ODS office. Students are encouraged to register within the first two

weeks of the semester to ensure that reasonable accommodations can be made. Please note that students are not eligible to receive reasonable accommodations until the registration process is complete. ODS is in Alfred Lerner Hall, 7th Floor (212-854-2388).

Primary Care Medical Services (PCMS) provides comprehensive medical care for routine, urgent, and chronic needs of students, as well as well-woman services, GLBTQ health care, and immunizations. Also part of PCMS are the multidisciplinary Eating Disorders Team, Travel Medicine Program, CU Emergency Medical Services (CAVA), and the Gay Health Advocacy Project (GHAP). PCMS is on the third and fourth floors of John Jay Hall (General Info: 212-854-2284).

Sexual Violence Prevention and Response Program (SVPRP) educates students and administrators about consent and coercion, and promotes community standards for a respectful and safe campus. Through its programs and services, SVPRP fosters individual and collective action to end sexual and relationship violence.

The Rape Crisis/Anti-Violence Support Center provides peer counseling, advocacy, and education to survivors and co-survivors of sexual assault, relationship violence, childhood sexual abuse, and other forms of violence. The Men's Peer Education Program provides educational events, prevention strategies, and leadership training programs to engage men to end sexual and relationship violence. For information on how to report sexual misconduct, or for the University's policy on sexual misconduct, please contact Alfred Lerner Hall Room 301, 3rd Floor, 212-854-3500.

### **Contact information:**

<http://www.health.columbia.edu>

On-campus Emergency Resources:

CU Emergency Medical Services 212-854-5555

Urgent after-hours medical and mental health matters 212-854-9797

General Information 212-854-2284

Rape Crisis/Anti-Violence Support Center 212 854-HELP

Public Safety, Security x99 (On Campus), 212-854-5555 (Off Campus)

Off-campus Emergency Resources: St. Luke's-Roosevelt Emergency Room 212-523-3335

St. Luke's-Roosevelt Psychiatric Emergency 212-523-3347

Dial 911 for an emergency



## **GENERAL REGISTRATION PROCEDURES**

The registration procedure for all students is as follows (see Academic Calendar for dates):

All GSAPP degree candidates must be enrolled as full-time students (minimum of 12 pts) for the duration of their program. Students may register either by the Web via SSOL (<https://ssol.columbia.edu/>) appointment times.

Full instructions may be found on the GSAPP website and in the Fall 2012 registration guide.

### **AUDITING COURSES**

In no case will an audited course appear on the student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

### **CHANGES IN PROGRAMS OF STUDY**

Students who wish to drop courses or to make other changes in their programs of study must obtain approval from the Student Affairs Office on a special form. The deadline for making program changes in each term is shown in the Academic Calendar. In no case is permission to add courses granted after the last day of the change-of-program period in each term. Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and results in a failing grade in the course.

Tuition for courses dropped below 12 points during the change-of-program period is refunded in full. For courses dropped after the last day for change of program, no adjustment is made.

### **COURSES OF INSTRUCTION**

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

It is not recommended that students drop or change required courses without official approval from their advisors.

### **COURSE EVALUATIONS**

Students will be asked to fill out course evaluations for all courses. Evaluation forms are available online through New Courseworks. Evaluations are due before grades are submitted. Faculty will gain access to their evaluations after they have submitted their grades for the course.

## **GRADES**

All students registered in the Graduate School of Architecture, Planning, and Preservation are graded as described below:

**HP (high pass)** = a superior level of work.

**P (pass)** = an acceptable level of work.

**LP (low pass)** = work that meets minimal standards.

**F (fail)** = work that is unsatisfactory.

The mark of INC (Incomplete) is not used except in the case described below: at the request of a student who has satisfactorily met all the requirements for a course except for the completion of certain assigned papers, graphic presentations, or reports that the student had to postpone because of proven illness.

Authorized Incompletes must be changed to a final grade by the first day of registration for the spring term in the case of all fall papers and projects, and by June 10 for all spring work. Any INC that has not been removed by the instructor by the relevant deadline will automatically turn into the grade of F. This grade cannot be changed to Pass; if the course is a required course, it will have to be repeated.

The mark of CP (credit pending): given only in graduate research courses in which student research projects regularly extend beyond the end of the term. Upon completion, a final qualitative grade is assigned and credit allowed. The mark of CP implies satisfactory progress.

The mark of UW (unofficial withdrawl): assigned to students who miss more than three required classes or whose names appear on the grade sheet but who have discontinued attendance.

## **GRADE APPEALS AND GRADE CHANGES**

The awarding of grades and all other academic evaluations rests entirely with the faculty. If students have a concern relating to a particular grade or

other assessment of their academic work, the student first should speak with the instructor of the class to understand how the grade or other evaluation was derived and to address the student's specific concern. If the students do not feel comfortable speaking with the class instructor about the matter, they should then bring the issue to the attention of their program director.

If the students are unable thus to resolve the matter to their satisfaction and believe that a procedural issue is involved, they should bring the matter to the attention of the Assistant Dean of students. The Assistant Dean of students will work with the student and the faculty to determine whether there has been a procedural breach and if so, take immediate steps to remedy the matter. If the Assistant Dean, together with appropriate faculty other than the instructor, decides that there is no need for further action, the student will be informed and the decision will be final. After grades are posted, students may not submit additional work in order to elevate a grade.

## **ACADEMIC STANDING**

Students receiving a grade of F in any design course, or more than one F in non-design courses, will be asked to withdraw. Although consideration is given to particular cases where a student's work has suffered because of illness, the student may be required to take additional work to demonstrate that he or she has overcome the problems that have resulted in a poor record. A student with more than two non-passing grades is not considered to be in good academic standing. A limit is placed on the number of Low Pass (LP) grades permitted for credit toward a student's degree.

For Master of Architecture: No more than two LPs are permitted in any of the following categories: Design sequence, History/Theory sequence, Building Technologies sequence. A third LP in any of the above categories will not carry credit toward the degree.

For the M.S. in Advanced Architectural Design and the M.S. in Architecture and Urban Design: No more than two LPs are permitted in the Design sequence and no more than three LPs in the entire program.

For the M.S. in Historic Preservation and the M.S. in Urban Planning Programs: No more than four LPs are permitted in the entire program.

For the M.S. in Real Estate Development Program: No more than three

LPs are permitted in the program.

## **PLAGIARISM AND ACKNOWLEDGMENT OF SOURCES**

Students will be asked to do a great deal of written work while at Columbia: term papers and analytic essays of different lengths. These papers play a major role in course performance.

There have been some instances in which students attempt to submit the work of other people as their own. Because intellectual integrity is the hallmark of educational institutions, academic dishonesty is one of the most serious offenses that a student can commit at Columbia GSAPP. A failing grade in the course is a minimal penalty.

In making clear Columbia's policy on plagiarism, it is not feasible to include here all the various forms—they are innumerable—that plagiarism might take. It is useful, however, to list several varieties in order to dispel confusion about actions that the School will not accept:

1. Submitting essays, or portions of essays, written by other people as one's own;
2. Failing to acknowledge, through footnotes and bibliographic entries, the source of ideas essentially not one's
3. Failing to indicate paraphrases or ideas or verbatim expressions not one's own through proper use of quotations and footnotes;
4. Collaborating on an assignment or examination without specific permission from the faculty member to do so.

If questions arise concerning proper use of quotations, footnotes, or bibliographies, the student should contact the instructor. In addition, students may not submit an essay written for one course to a second course without having received prior permission from both instructors. Seeking informed advice from a faculty member is the best way to avoid confusion about matters that can be complicated.

## **IMMUNIZATION REQUIREMENTS**

### **MENINGOCOCCAL MENINGITIS DECISION**

New York State public health law requires that students receive information from their institutions about meningococcal meningitis and the vaccine that

protects against most strains of the disease that can occur on university campuses. Columbia students must make an informed decision about being vaccinated and certify their decision online. Full instructions are given online, and the process takes two to three minutes to complete. Students must formally indicate their decision about being vaccinated before they will be permitted to register for classes. Certify your meningitis decision online before registration begins.

### **MEASLES, MUMPS, AND RUBELLA (MMR)**

New York State public health law requires that students taking 6 or more points provide documentation of immunity to measles, mumps, and rubella (MMR) before their first term of study. There are several ways to document immunity. In all cases, the Columbia University MMR form must be completed and submitted to 108 Wein Hall no later than the specified deadline. Please note: the MMR form requires a physician's signature.

The blood test or MMR immunizations can be obtained at Primary Care Medical Services. If you have any questions about these requirements, please e-mail us at [hs-enrollment@columbia.edu](mailto:hs-enrollment@columbia.edu) or visit [www.health.columbia.edu](http://www.health.columbia.edu).

### **LEAVE OF ABSENCE**

A leave of absence may be granted upon the student's written request after satisfactory completion of one year in the Graduate School of Architecture, Planning, and Preservation. Written requests must be made by December 15 for leaves beginning in January and by August 1 for leaves beginning in September. A leave of absence assures readmission to the School provided the student complies with the terms of the leave. Leaves of absence are granted only to students in good academic standing or as required by studio faculty in the M.Arch. Program and are considered only after the student has completed two semesters in the program.

Readmission after an authorized leave of absence requires notification (by letter) to the Office of Admissions by July 1 for the fall term and by November 15 for the spring term. Failure to give written notice on or before these dates will result in forfeiture of a place in the studio sequence; other classes may still be taken.

### **READMISSION AFTER AN UNAUTHORIZED ABSENCE**

Students who absent themselves without obtaining a leave of absence must apply for readmission to the School. This formal application must be made to the Office of Admissions by the specified deadlines for admission. Readmission is not guaranteed. Students may be required to fulfill the new degree requirements, if they are different from the ones of the student's first admission.

## **LEAVE FOR MILITARY DUTY**

Any student who is a member of the National Guard or other reserve component of the armed forces of the United States or of a state organized militia and is called or ordered to active duty will be granted a military leave of absence for the period of active duty and for one year thereafter. Upon return from military leave of absence, the student will be restored to the educational status attained prior to being called or ordered to such duty without loss of academic credits earned, scholarships or grants awarded, or tuition or other fees paid prior to the commencement of active duty. The University will credit any tuition or fees paid for the period of the military leave of absence to the next enrollment period or will refund the tuition and fees paid to the student, at the student's option.

Students in need of a military leave of absence should contact the Dean of Students for their school.

## **APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE**

Degrees are conferred three times a year-in October, February, and May. A candidate for any Columbia degree (except the doctoral degree) must file an application with the Registrar's Office in accordance with the dates shown in the Academic Calendar. Applications received after the filing period will automatically be applied to the next conferral date. If the student fails to earn the degree by the conferral date for which he or she has made application, the student must renew the application in order to graduate.

## **DIPLOMAS**

There is no charge for the preparation and conferral of an original diploma. If your diploma is lost or damaged, there will be a charge of \$100 for a replacement diploma. Note that replacement diplomas carry the signatures of current University officials. Information about and the application for replacement diplomas may be found on the Registrar's Web site at [www](http://www).

[columbia.edu/cu/registrar/docs/forms/app-for-rep-diploma.html](http://columbia.edu/cu/registrar/docs/forms/app-for-rep-diploma.html).

## **NAME CHANGES**

Students may change their name of record only while currently enrolled in the University. There is no charge for this service, but students must submit a name change affidavit to the Office of the Registrar. When you graduate or cease to enroll in the University, your name of record is considered final and may not be changed unless you enroll again at the University.

## **TRANSCRIPTS AND CERTIFICATIONS**

In order to release a transcript, a student must provide written consent. You may obtain an official transcript of your academic record at Columbia University by writing to: Student Service Center, Columbia University, 205 Kent Hall, Mail Code 9202, 1140 Amsterdam Avenue, New York, NY 10027, Attention: Transcripts.

Please include the following information with your request: current and former names; personal identification number (PID) if known; schools attended and dates of attendance; degrees awarded and dates awarded; number of transcripts desired and complete address for each; your current address and telephone number; and your signature authorizing the release of your transcript. You may also order transcripts in person at 205 Kent Hall on the Morningside campus (9 a.m.-5 p.m., Monday-Friday).

Currently enrolled students may order transcripts for themselves and for colleges and universities via the Student Services page on the World Wide Web at <https://ssol.columbia.edu/>. There is no charge for issuing transcripts; however, all students pay a one-time transcript fee of \$95 upon their first registration at the University. The normal processing time for transcripts is two to three business days. If you mail in your request for a transcript, you should allow several additional days for delivery to and from the University.

Currently enrolled students may order certifications of their enrollment and degrees in person or on the Student Services page on the Web as described above. Certifications are provided while you wait if you come to 205 Kent to request them. There is no charge for certifications.

The Registrar's Office no longer handles requests by noncurrent students, alumni, or third parties. Requests should be made either by calling

the National Student Clearinghouse: 703-742-4200; by e-mailing: [degreeverify@studentclearinghouse.org](mailto:degreeverify@studentclearinghouse.org); or by mail: National Student Clearinghouse, 13454 Sunrise Valley Drive, Suite 300, Herndon, VA 20171.

## **SEMINAR REGISTRATION PROCEDURE**

Courses noted as being seminars are subject to limitations on enrollment (generally between twelve and twenty students), and students are required to follow the procedure outlined below in order to apply for admission:

1. For those seminars that are overenrolled, students will be asked to submit to the professor a short curriculum vitae and a one-page description giving the reasons for their interest in the course, etc. These submissions should be turned in to the Architecture Office, 404 Avery.

## **STUDIO PROCEDURES**

### **M.Arch. Studio Critic Selection Procedure (Lottery)**

The students will select their studio critics in a lottery organized and run by the student representatives on the Program Council, following presentations made by the representative faculty members as to the nature of the projects to be given within each studio, together with the teaching intention, etc. Students will be asked to select their first, second, third, fourth, etc., choices, and places will be assigned according to random selection, assigning students to the highest possible choices on their list. Reciprocal selection by critic may also be organized, if academic priorities and/or student/faculty's interests require it.

This does not apply to Architecture A4001-Core studio, I (fall term): students in this studio will receive their faculty assignments on the first day of studio.

### **Studio Design Review**

The studios are graded in the same manner as nonstudio courses on the University transcript: HP (High Pass), P (Pass), LP (Low Pass), INC (Incomplete), or F (Fail). Further evaluation is an integral part of the architecture program. If a student is deemed in danger of failing in a studio term, he or she will be notified by their critic as early in the term as possible and no later than four weeks before the end of the term. Such notification

will be done either by a letter from the critic or verbally in a meeting with the critic to be followed by a memo noting that such a conversation has taken place.

Under no circumstances will students be exempt from presenting their design work in the final review of a project, nor can they be kept from presenting by their critic. After this review, students will be told whether their work is judged passing, incomplete, or failing.

Only in exceptional circumstances will the grade of Incomplete be given (see Grades). Those students whose work is judged incomplete must satisfactorily complete the work required as stipulated by the studio critic. In some cases, a year off from school may be required before enrollment in the subsequent studio is permitted. A student may receive a failing grade in studio at the end of the term without having been notified earlier (this would occur, for example, if a student fails to satisfy presentation requirements for the last project of a term).

After the final review of each design problem, the studio critic will inform the student verbally if he or she has not finished the work satisfactorily. Works deemed insufficient and those selected for the Archives may be retained by the critic for further evaluation by a faculty committee. The studio critic will also complete a written evaluation for each student in his or her section. A copy of these forms as well as the above-mentioned letters are kept in the student's records in the Admissions Office and are available to each student.



## Studio Evaluation Procedure

M.Arch Program Advising and Comprehensive Review Schedule					
When		Participants		Format	Requirements
1st Year	January	Individual	w/ Dean of Admissions + Faculty	Curriculum Advising	NA
	April	Group	w/ M.Arch II + III students	Portfolio Workshop Student to Student Advising	NA
2nd Year	December	Group	w/ Studio Faculty	Core Studio Discussion	NA
	April	Individual	w/ Studio Faculty	Comprehensive Studio Review	Portfolio Required
3rd Year	September	Individual	w/ Dean of Admissions + Faculty	Transcript Review	Transcript Supplied by Admissions Office
	April	Individual Submission	Faculty	Portfolio Review	Portfolio Required

### M.Arch Comprehensive Review/ Advising Schedule 1st Year

January 2013 - Individual Curriculum Advising w/  
Dean of Admissions

Following the completion of Core Studio I, all students are required to schedule curriculum advising with the Dean of Admissions to coordinate their academic schedule for the three year M. Arch Program. Students who require more focused studio/ history theory or building technology advising will be directed to the appropriate faculty member.

**Jan 2013–Portfolio Workshop,  
Student to Student Advising**

Following the completion of Core Studio II, a portfolio Workshop will be held and students will be informed of the requirements for Comprehensive Review and Final Portfolio Submission, as well as have the ability to view and discuss Portfolios, Comprehensive reviews, and Curriculum Requirements with M. Arch students more senior in the program.

**2nd Year  
December 2012–Core Studio Group Advising/Discussion**

Following the completion of the Core III Studio Final Reviews, the faculty will hold an informal discussion with the second year students reflecting on what the students have studied in the Core and what is expected in the Advanced Studios.

**April 2013–Individual Comprehensive Studio Review with  
Faculty Committee**

Following the completion of second year, students will be expected to produce a complete portfolio of Studio work, and meet with an assigned group of faculty members for a Comprehensive Review of their progress in Core and Advanced IV. At the Comprehensive Studio Review faculty will have an evaluation form /checklist, to ensure the faculty and student have a broad structure around which they thoroughly and consistently discuss the work. This discussion will attempt to convey briefly to each student the general feeling of the faculty about his or her design work and suggestions may be made on how to prepare for the following design studio. In those cases where the student is deemed to be having difficulty with the work,

the review committee may recommend and/ or require 1. Additional design work before the student proceeds to the next term. 2. A failing grade be given for the studio, even if no warning letter was sent.

### **3rd Year**

#### **September 2009–Individual Transcript Review w/ Dean of Admissions + Faculty Advisors**

Prior to the end of add/drop for the fall semester, each student should meet with the Dean of Admissions for a pre-graduation transcript review to ensure that all students are prepared to fulfill all graduation requirements. Students who require more focused studio/ history theory or building technology advising will be directed to the appropriate faculty member. April/May 2010–Final Portfolio Submission to Faculty Committee

At the completion of the MArch studio sequence, and prior to graduation, students are required to submit a portfolio of representative work from each semester and a final overview of their studies at the GSAPP.

### **INDEPENDENT RESEARCH OPTION**

Students entering fifth-term architecture programs who are interested in pursuing an Independent Design Option may submit proposals to the thesis committee or the director of the advanced studios. This proposal should at a minimum comprise two typed pages and should be broken down into the following sections:

1. An identification of the problem and/or study area specifying the type, the area of study, or the state of the art;
2. A conceptual critique of this material formulating the nature of the problem or brief and the envisaged scope of the work to be performed;
3. A short bibliography, annotated where necessary.

The proposal must identify a critical problem in the current practice of architecture that is capable of precise research and development and of being brought to a specific resolution in terms of a hypothetical building project. Although the research and design stages are seen as being relatively independent in terms of procedure, the student must give indications as to how the research program may affect the built outcome.

If approved, the Independent Design Option may be developed first as independent research for credit (3 pts) in consultation with a faculty member who will serve as research tutor and a member of the advanced studios faculty who will be teaching in the spring term. This research is to be carried out while still fulfilling the standard studio requirements of the fifth term.

The design aspect of the Independent Design Option is to serve as the studio subject matter for the student who will develop the design under the supervision of the same member of the advanced studio faculty in the spring term.

# **OFFICIAL REGULATIONS**

## **RESERVATION OF UNIVERSITY RIGHTS**

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. The bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

## **UNIVERSITY REGULATIONS**

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course. No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with an unpaid debt to the University.

## **ATTENDANCE**

Students are held accountable for absences incurred owing to late enrollment.

## **RELIGIOUS HOLIDAYS**

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost. \*Since policies and procedures are subject to change, please check the Web site for FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>), for the most current information.

## **ACADEMIC DISCIPLINE**

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

## **RULES OF UNIVERSITY CONDUCT**

The Rules of University Conduct (Chapter XLIV of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's Discipline"). A student who is charged with a serious

violation of the Rules has the option of choosing Dean's Discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available in FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>), and at the Office of the University Senate, 406 Low Memorial Library.

## **EQUAL EDUCATIONAL OPPORTUNITY AND STUDENT NONDISCRIMINATION POLICIES**

Columbia University is committed to providing a learning environment free from unlawful discrimination and harassment, and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. Consistent with this commitment and with applicable laws, it is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide students who feel that they are victims of discrimination or harassment with mechanisms for seeking redress. Columbia University does not discriminate against any person in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs or permit the harassment of any student or applicant on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, national origin, disability, military status, or any other legally protected status. Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and harassment do not extend to statements or written materials that are germane to classroom subject matter. All members of the University community are expected to adhere to the applicable policies and to cooperate with the procedures for responding to complaints of discrimination and harassment. All are encouraged to report any conduct believed to be in violation of these policies. All students and applicants for admission are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the applicable policies and laws. Subjecting another to retaliatory, intimidating, or coercive conduct for filing a complaint or participating in an investigation is prohibited and may be addressed as a separate violation.

## **DEFINITIONS**

For purposes of these policies and procedures, discrimination, discriminatory harassment, and sexual harassment are defined as follows:

### **Discrimination**

Discrimination is defined as:

- + treating members of a protected class less favorably because of their membership in that class; or
- + having a policy or practice that has a disproportionately adverse impact on protected class members.

### **Discriminatory Harassment**

Discriminatory harassment is defined as substantially interfering with an individual's educational experience by subjecting him or her to severe or threatening conduct or to repeated humiliating or abusive conduct, based on his or her membership in a protected class. This includes sexual harassment, which is described below in further detail. Sexual Harassment Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- + submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; or
- + submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- + such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, demeaning, or offensive academic or living environment.

Consensual, romantic relationships between faculty and other employees and students are generally not considered sexual harassment and are not prohibited by University policy. Individuals should be aware, however, that these relationships are susceptible to being characterized as nonconsensual, and even coercive, if there is an inherent power differential between the parties, and can lead to complaints of sexual harassment. For further information, students and employees should consult the Romantic Relationship Advisory Statement, which is printed here and is available online at <http://www.columbia.edu/cu/vpaa/eoaa/docs/romance.html>.

## **DISABILITY ACCOMMODATION**

Students seeking an accommodation for a disability should contact the Office of Disability Services at 212-854-2388. Information on the services provided by the Office may be found online at <http://www.health.columbia.edu/docs/services/ods/index.html>.

## **STUDENT PROCEDURES ON DISCRIMINATION AND HARASSMENT**

The University offers a number of options for those seeking the assistance or intervention of offices and individuals authorized to respond to complaints of discrimination, discriminatory harassment, or sexual harassment. Any person who believes that he or she has been the subject of discrimination or harassment may choose initially to deal with the alleged offender directly through a face-to-face discussion, a personal telephone conversation, e-mail correspondence, or letters. In some cases, this approach may effectively resolve the situation; in those cases where it fails or falls short, the individual may pursue the other options provided. Students with questions as to the appropriate procedure in a particular situation should contact the Dean of Students for their school.

## **CONFIDENTIAL GUIDANCE AND ASSISTANCE**

The University has crafted a “safe haven” for those individuals who want to approach a knowledgeable person for confidential conversations. Individuals who wish to take advantage of this option may contact either the University Ombuds Officer or a member of the University Panel on Discrimination and Sexual Harassment. These officers are not authorized to conduct formal investigations.

## **UNIVERSITY OMBUDS OFFICE**

The Ombuds Office is an informal, safe, and confidential place to voice concerns. The Ombuds Officer will listen, offer information about Columbia University policies and resources, and help visitors evaluate a range of options for resolving a problem. The visitor selects the course of action, if any. The Ombuds Officer may, with permission, participate in informal conflict resolution and may mediate if all parties agree. The Ombuds Office provides information about formal grievance procedures in other offices and is a resource for any kind of issue, including concerns that fall outside the scope of formal complaint channels. In some situations, the Ombuds Officer may help find ways to convey information while maintaining the

anonymity of the source. Discussions with the Ombuds Officer are off the record and do not constitute notice to the University.

For further information, contact Ombuds Officer Marsha Wagner or Associate Ombuds Officer Bathabile Mthombeni-Njenga at 660 Schermerhorn Extension; telephone: 212-854-1234; fax: 212-854-6046; e-mail:[ombuds@columbia.edu](mailto:ombuds@columbia.edu). Further information is also available on the Ombuds Office Web site (<http://www.columbia.edu/cu/ombuds>) and in FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>). On Wednesdays an Ombuds Officer is at Columbia University Medical Center, 101 Bard Hall, 50 Haven Avenue; telephone: 212-304-7026.

## **UNIVERSITY PANEL ON DISCRIMINATION AND SEXUAL HARASSMENT**

The University Panel on Discrimination and Sexual Harassment is composed of trained, experienced, and accessible members of the Columbia community. Members of the Panel provide an informal, impartial, nonadversarial setting in which problems can be addressed through confidential counseling or mediation. Any student may approach any Panelist to discuss his or her concerns and seek advice. The Panelist may also meet with persons other than the student to ascertain facts relevant to appropriate resolution of the complaint or to seek an informal resolution to situations in which there are allegations of discrimination, discriminatory harassment, or sexual harassment. Discussions with Panelists are confidential and do not constitute notice to the University. A list of the current Panelists may be found online at <http://www.columbia.edu/cu/vpaa/eoaa/docs/shpanel.html>.

## **MEDIATION**

Students may choose to resolve their complaints through mediation by the Office of Equal Opportunity and Affirmative Action, the University Ombuds Office, or the Mediation Clinic at Columbia Law School. Mediation is an informal, voluntary, and confidential process where parties can participate in a search for a fair and workable solution. Guidelines for mediation by the EOAA Office or the Mediation Clinic may be found online at <http://www.columbia.edu/cu/vpaa/eoaa/docs/mediation.pdf>.

## **FORMAL COMPLAINT PROCEDURES**

## **AGAINST ANOTHER STUDENT DEAN'S DISCIPLINE**

Student complaints of discrimination or harassment against another student should be filed with the Dean of the school in which the accused student is enrolled. Complaints against students are investigated under the appropriate Dean's Discipline procedure of the accused student's school, with the exception noted below. Students found to have engaged in discrimination or harassment will be subject to discipline up to and including expulsion.

## **DISCIPLINARY PROCEDURES FOR SEXUAL ASSAULT**

Complaints involving nonconsensual physical contact of a sexual nature by a student against a student must be filed under Dean's Discipline or the Disciplinary Procedures for Sexual Assault. A copy of the Disciplinary Procedures for Sexual Assault may be obtained from the Program Coordinator of the Disciplinary Procedures for Sexual Assault, 701A Alfred Lerner Hall, or online at <http://www.columbia.edu/cu/sexualmisconduct/html>.

## **PROCEDURE FOR COMPLAINT AGAINST A STUDENT ORGANIZATION**

Students who wish to file a complaint of discrimination or harassment against a student organization should do so in consultation with the Dean of their own school; the Dean will identify the appropriate procedure and channels, and assist the student in pursuing the complaint.

## **PROCEDURE FOR COMPLAINT AGAINST AN EMPLOYEE Office of Equal Opportunity and Affirmative Action**

Student complaints of discrimination, discriminatory harassment, or sexual harassment against a member of the University's staff or faculty should be filed with the Office of Equal Opportunity and Affirmative Action. Complaints filed with the EOAA office are governed by the Equal Employment Opportunity and Nondiscrimination Policies and Procedures on Discrimination, Discriminatory Harassment, and Sexual Harassment, which are available online at <http://www.columbia.edu/cu/vpaa/eoaa/>

docs/nondispol.html. The Office of Equal Opportunity and Affirmative Action is located at 103 Low Memorial Library and can be reached by telephone at 212-854-5511.

## **GRIEVANCE PROCEDURES**

Students should consult their school's policy for the appropriate procedure to complain about a faculty member's conduct in an instructional setting. School policies may be found on the Provost's Web page at <http://www.columbia.edu/cu/provost/docs/policies.html>.

## **INDEPENDENT INVESTIGATION**

The University, at the discretion of the General Counsel, may conduct an investigation independent of or in addition to the procedures provided herein at any time. The investigation may involve complaints or allegations concerning discrimination, discriminatory harassment, or sexual harassment against the University or any of its employees or students.

### **Statement of Compliance with Laws Promoting Equal Educational Opportunity and Prohibiting Discrimination and Harassment**

In accordance with all applicable laws and pursuant to its own policies and operating procedures, Columbia University provides for equal opportunity and prohibits unlawful discrimination and harassment. The applicable laws include:

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving federal financial assistance.

**Title IX of the Education Amendments of 1972**, as amended, prohibits discrimination on the basis of sex in the conduct or operation of a school's educational programs or activities, including admission to these programs and activities.

**Section 504 of the Rehabilitation Act of 1973** prohibits the exclusion of any person solely on the basis of a disability from participation in or access to benefits of any federally financed program or activity; it also

prohibits discrimination against any person solely on the basis of disability in any federally financed program or activity.

**The Americans with Disabilities Act of 1990** prohibits discrimination against persons with disabilities in public accommodation.

**The Age Discrimination Act of 1975** prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance.

**The New York Executive Law, Article 15, Section 296(4)**, prohibits an educational institution from denying the use of its facilities to anyone otherwise qualified or permitting harassment of a student or applicant on the basis of color, race, religion, disability, national origin, sexual orientation, military status, sex, age, and marital status.

**The New York Education Law, Section 313**, as amended, prohibits educational institutions from discriminating against persons seeking admission as students to any institution, program, or course because of race, color, sex, religion, creed, marital status, age, sexual orientation, or national origin.

**The New York City Human Rights Law, Section 8-107**, prohibits discrimination on the basis of actual or perceived race, creed, color, national origin, age, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, or alienage or citizenship status in public accommodations.

Any person wanting to file a complaint under any of these laws should consult the Web site of the relevant government agency listed below: Office of Civil Rights, U.S. Department of Education <http://www.ed.gov/about/offices/list/ocr/index.html> U.S. Department of Justice <http://www.ada.gov/> New York State Department of Human Rights <http://www.dhr.state.ny.us/offices.html> New York City Commission on Human Rights <http://www.nyc.gov/html/cchr/home.html>

## **THE ROMANTIC RELATIONSHIP ADVISORY STATEMENT**

Columbia University's educational mission is promoted by the professionalism in its faculty-student and staff-student relationships. Faculty and staff are cautioned that consensual romantic relationships with student members of the University community, while not expressly prohibited, can prove problematic. While some relationships may begin and remain harmonious, they are susceptible to being characterized as nonconsensual and even

coercive. This sometimes occurs when such a relationship ends and is exacerbated by the inherent power differential between the parties. A faculty or staff member involved in a consensual relationship with a student is expected to remove him/herself from academic or professional decisions concerning the student. This expectation arises because the relationship may impair, or may be perceived as impairing, a faculty or staff member's ability to make objective judgments about that student. The Provost has authorized some departments to adopt more restrictive policies, given the special nature of the relationship between their students and faculty or staff. Individuals are, therefore, encouraged to contact their department head if they have any questions about whether a more restrictive policy applies to them. Departments that wish to establish more restrictive policies should contact the Associate Provost for Equal Opportunity and Affirmative Action before implementation. Should a romantic relationship with a student lead to a charge of sexual harassment against a faculty or staff member, the University is obligated to investigate and resolve the charge in accordance with the Equal Employment Opportunity and Nondiscrimination Policies and Procedures on Discrimination, Discriminatory Harassment, and Sexual Harassment. Questions regarding this Advisory Statement may be directed to Susan Rieger, Office of Equal Opportunity and Affirmative Action, 103 Low Memorial Library, Mail Code 4333, 535 West 116th Street, New York, NY 10027; 212-854-5511.

## **RIGHT TO WORK DONE IN SCHOOL**

The School reserves the right to retain a copy of any work submitted for credit-drawings, designs, plates, essays, or models, as well as any fellowship competition models-whether submitted by graduates or by students in residence. The material in the Archives is not available to students for reproduction. Students are responsible for documenting their own work and for maintaining a portfolio, updated after each term.

## **THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The University abides by the provisions of the Federal Family Educational Rights and Privacy Act of 1974. This act ensures a wide range of rights, including but not limited to: information about student records that the University maintains, who maintains them, who has access to them, and for what purposes access is granted. The act also permits the University to

release "directory information" without a student's consent. In addition, the act guarantees students access to their records and restricts the access of others.

Students who wish to restrict access to their directory information may do so on the Morningside campus at the Registrar's Office, 205 Kent; students at Columbia University Medical Center may do so at the Registrar's Office located in 1-141 Black Building. The guidelines are available on ColumbiaWeb and in FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>). Questions about the interpretation of the guidelines should be referred to the University's General Counsel, 412 Low Library.

## **SEXUAL ASSAULT POLICY**

On February 25, 2000, the University Senate adopted a Sexual Misconduct Policy and Disciplinary Procedure that can be used as an alternative to Dean's Discipline. Renamed the Sexual Assault Policy, it applies to all students in all schools of the University. The Disciplinary Procedure for Sexual Assault applies to all students, with the exception of those enrolled in the Law School, but including the students of Teachers College and Barnard College. The policy prohibits sexual assault by any student and provides for comprehensive education of students, faculty, and administrators about the issue of sexual assault.

Copies of the policy and procedure are available from the Administrative Program Coordinator of the Disciplinary Procedure for Sexual Assault, 701 Lerner, Mail Code 2617, 2920 Broadway, New York, NY 10027; telephone: 212-854-1717; fax: 212-854-2728; <http://www.columbia.edu/cu/sexualmisconduct/>. The policy and procedure can also be found in the Office of the Dean of Students of every school and in FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>).

## **COLUMBIA UNIVERSITY POLICY STATEMENT AGAINST SEXUAL ASSAULT**

Columbia University, Barnard College, and Teachers College do not tolerate sexual assault of any degree or kind. The University community is committed to fostering a healthy and safe environment in which every member of the community can realize her or his fullest potential.

The University defines sexual assault as nonconsensual, intentional physical contact of a sexual nature, such as unwelcome physical contact with a person's genitals, buttocks, or breasts. Sexual assault occurs when the act is committed either by (1) physical force, violence, threat, or intimidation; (2) ignoring the objections of another person; (3) causing another's intoxication or impairment through the use of alcohol or other drugs; or (4) taking advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to consent.

Sexual assault is a serious problem on college campuses throughout the country. To counteract this problem, the University provides educational and prevention programs, resources for individuals dealing with sexual assault, and accessible methods of complaint resolution.

The University encourages students who believe they have been subjected to nonconsensual physical contact of a sexual nature to report these incidents, whether or not they choose to file an official complaint. Reporting enables the University to protect the complainant and the larger community by taking appropriate actions.

In recognition of the sensitive nature of sexual assault cases, and the difficulties inherent in reporting them, the University provides students with three options in seeking recourse. To fall within the jurisdiction of the University administrative procedures, the alleged sexual assault must have been committed by a student on a student.

## **COMPLAINT RESOLUTION OPTIONS**

A student may choose to initiate disciplinary proceedings through Dean's Discipline, in which case s/he will file a complaint with the Dean of the school of the accused student. Alternatively, a student may choose to file a complaint using the University-wide Disciplinary Procedure. This procedure, established specifically to address allegations of sexual assault, ensures that the members of the committee hearing the case will be specially trained in adjudicating sexual assault. A student who has been found to have violated this policy may be subject to sanctions including, but not limited to, reprimand, disciplinary probation, suspension, and dismissal. A student may also be barred from certain University facilities or activities, or be required to attend education programming. Sanctions are imposed by the Dean of the student's school in accord with University rules. The disciplinary authority of the University is vested by the Trustees in the

President and Provost and, subject to their reserved powers, in the Dean of each faculty. A student may seek to pursue a third option, the mediation of sexual assault cases, either through the University Ombuds Office or through the Office of the Disciplinary Procedure for Sexual Assault.

If a member of the community believes s/he has been sexually assaulted by an employee of the University, s/he is advised to contact Helen Arnold, Administrative Coordinator, Disciplinary Procedure for Sexual Assault, 701-A Lerner Hall; (212) 854-1717; [hva2002@columbia.edu](mailto:hva2002@columbia.edu).



## **CAMPUS SAFETY AND SECURITY**

At Columbia University, the safety and well-being of our students, faculty, and staff is an important priority. Columbia's campuses and their environs are safe and have a relatively low crime rate for an urban university.

The University is required by federal law to publish an annual security report containing information with respect to campus security policies and statistics on the incidence of certain crimes on and around our campuses. This information is available in FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>); at the Web site for the United States Department of Education (<http://ope.ed.gov/Security/search.asp>); by requesting a copy of the report from: Campus Crime Report, Department of Public Safety, Columbia University, 111 Low Library, Mail Code 4301, 535 West 116th Street, New York, NY 10027; or on the Public Safety Web site (<http://www.columbia.edu/cu/publicsafety/>).

### **Academic Calendar: 2007-2010\***

The following Academic Calendar was correct and complete as of March 15, 2006; however, the University reserves the right to revise or amend it, in whole or in part, at any time. Information on the current status of the Academic Calendar may be obtained in the Office of the Registrar, 205 Kent; 212-854-1458; <http://www.columbia.edu/cu/registrar/>.

### **Major Religious Holidays**

For a statement of University policy regarding holidays, see Religious Holidays under Official Regulations. The Jewish and Islamic holy days begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates given below. 2007-2008

Rosh Hashanah Thursday, Friday, September 13, 14

Yom Kippur Saturday, September 22

First days of Succoth Thursday, Friday, September 27, 28

Concluding days of Succoth Thursday, Friday, October 4, 5

Id al Fitr Friday, October 12

All Saints' Day Thursday, November 1  
Immaculate Conception Saturday, December 8  
Christmas Tuesday, December 25  
Id al Adha Thursday, December 20  
Lunar New Year Thursday, February 7  
Ash Wednesday Wednesday, February 6  
Good Friday, Friday, March 21  
Easter, Sunday, March 23  
First days of Passover Sunday, Monday, April 20, 21  
Orthodox Good Friday Friday, April 25  
Concluding days of Passover Saturday, Sunday, April 26, 27  
Orthodox Easter Sunday, April 27  
Ascension Thursday, May 1  
Shavuoth Monday, Tuesday, June 9, 10

\*The Academic Calendar is subject to review and possible modification by the School; 2007-2010 dates are provided as complete as possible as of publication of this Bulletin.

### **Fall Term 2007**

Late registration includes payment of an additional fee.

#### **SEPTEMBER**

3 Monday. Labor Day. University holiday.  
4 Tuesday. Classes begin. Late registration begins. First day to change programs.  
14 Friday. Last day to (1) register for credit, (2) change programs, and (3) submit notice of withdrawal to the Dean of Student Affairs for full refund of tuition and special fees. No adjustment of fees for individual courses dropped after this date.

#### **OCTOBER**

17 Wednesday. Conferring of degrees and certificates.

#### **NOVEMBER**

1 Thursday. Last day to file an application for February degrees and certificates.  
5 Monday. Academic holiday.

6 Tuesday. Election Day. University holiday.  
22-25 Thursday-Sunday. Thanksgiving holidays.

## DECEMBER

1 Friday. Last day to file an application for May degrees and certificates. Applications received after this date will automatically be applied to the next conferral date.

10 Monday. Classes end.

11-13 Tuesday-Thursday. Study days.

14-21 Friday-Friday. Midyear course examinations. Term ends.

22 Saturday, through January 21, 2008, Monday. Winter holidays.

## Spring Term 2008

Late registration includes payment of an additional fee.

## JANUARY

8-10 Tuesday-Thursday. registration.

21 Monday. Martin Luther King Day. University holiday.

22 Tuesday. Classes begin. Late registration begins. First day to change programs.

## FEBRUARY

1 Friday. Last day to (1) register for credit, (2) change programs, and (3) submit notice of withdrawal to the Dean of Student Affairs for full refund of tuition and special fees. No adjustment of fees for individual courses dropped after **this date**.

13 Wednesday. Conferring of degrees and certificates.

## MARCH

15-23 Saturday-Sunday. Spring holidays.

## MAY

5 Monday. Classes end.

6-8 Tuesday-Thursday. Study days.

9-16 Friday-Friday. Final course examinations. Term ends.

## Commencement 2008

### MAY

21 Wednesday. Conferring of degrees and certificates.

## Summer Session 2008

### MAY

26 Monday. Memorial Day observed. University holiday.  
28 and 29 Wednesday and Thursday. registration, including payment of fees, for summer session for Advanced Architectural Design and Urban Design Programs.

### JUNE

2 Monday. Classes begin for summer session.

### JULY

4 Wednesday. Independence Day. University holiday.  
7 Monday. First day of classes for Introduction to architecture.

### AUGUST

1 Friday. Last day to file an application for October degrees and certificates. Applications received after this date will automatically be applied to the next conferral date.

## Fall Term 2008

Late registration includes payment of an additional fee.

### AUGUST

26-28 Tuesday-Thursday. registration, including payment of fees. Students allowed to register after these dates must pay a late fee.

### SEPTEMBER

1 Monday. Labor Day. University holiday.  
2 Tuesday. Classes begin. Late registration begins. First day to change programs.  
14 Friday. Last day to (1) register for credit, (2) change programs, and (3) submit notice of withdrawal to the Dean of

Student Affairs for full refund of tuition and special fees. No adjustment of fees for individual courses dropped after this date.

## OCTOBER

15 Wednesday. Conferring of degrees and certificates.

## NOVEMBER

3 Monday. Academic holiday.

4 Tuesday. Election Day. University holiday.

5 Wednesday. Last day to file an application for February degrees and certificates.

27-30 Thursday-Sunday. Thanksgiving holidays.

## DECEMBER

1 Monday. Last day to file an application for May degrees and certificates. Applications received after this date will automatically be applied to the next conferral date.

8 Monday. Classes end.

9-11 Tuesday-Thursday. Study days.

12-19 Friday-Friday. Midyear course examinations. Term ends.

20 Saturday, through January 19, 2009, Monday. Winter holidays.

## Spring Term 2009

Late registration includes payment of an additional fee.

## JANUARY

13-15 Tuesday-Thursday. registration.

9 Monday. Martin Luther King Day. University holiday.

20 Tuesday. Classes begin. Late registration begins. First day to change programs and apply to audit courses.

## FEBRUARY

1 Friday. Last day to (1) register for credit, (2) change programs, and (3) submit notice of withdrawal to the Dean of Student Affairs for full refund of tuition and special fees. No adjustment of fees for individual courses dropped after this date.

11 Wednesday. Conferring of degrees and certificates.

## **MARCH**

14-22 Saturday-Sunday. Spring holidays.

## **MAY**

4 Monday. Classes end.

5-7 Tuesday-Thursday. Study days.

8-15 Friday-Friday. Final course examinations. Term ends.

## **Commencement 2009**

## **MAY**

20 Wednesday. Conferring of degrees and certificates.

## **Fall Term 2009**

## **SEPTEMBER**

8 Tuesday. First day of classes.

## **OCTOBER**

21 Wednesday. Conferring of degrees and certificates.

## **NOVEMBER**

2-3 Monday-Tuesday. Election Day holidays.

26-29 Thursday-Sunday. Thanksgiving holidays.

## **DECEMBER**

14 Monday. Last day of classes.

15 Tuesday. Study day.

16-23 Wednesday-Wednesday. Final examinations.

## **Spring Term 2010**

## **JANUARY**

19 Tuesday. First day of classes.

## **FEBRUARY**

10 Wednesday. Conferring of degrees and certificates.

## MARCH

13-21 Saturday-Sunday. Spring holidays.

## MAY

3 Monday. Last day of classes. 4-6 Tuesday-Thursday. Study days. 7-14 Friday-Friday. Final examinations.

## Commencement 2010

## MAY

19 Wednesday. Conferring of degrees and certificates.

## Disability Services

The Office of Disability Services (ODS) empowers students with disabilities to realize their academic and personal potential by facilitating equal access and coordinating reasonable accommodations and support services for eligible students.

Reasonable accommodations are adjustments to policy, practice, and programs that “level the playing field” for students with disabilities and provide equal access to Columbia’s programs and activities. Examples include the administration of exams, services such as note-taking, sign language interpreters, assistive technology, and coordination of accessible housing needs. Accommodation plans and services are custom designed to match the disability-related needs of each student and are determined according to documentation and the student’s program requirements.

Registration includes submission of both the Application for Accommodations and Services and disability documentation. The application and disability documentation guidelines are available online and at the ODS office. Students are encouraged to register within the first two weeks of the semester to ensure that reasonable accommodations can be made for that term. Please note that students are not eligible to receive reasonable accommodations until the registration process is complete.

Disability Services Liaisons are representatives from the student’s respective school and assist ODS in coordinating the provisions of reasonable accommodations.

For further information, contact the Columbia University Office of Disability Services: 212-854-2388; 212-854-2378 (TTY); 212-854-3448 (fax); [disability@columbia.edu](mailto:disability@columbia.edu); [www.health.columbia.edu](http://www.health.columbia.edu). The Morningside campus office is located at 801 Lerner, MC 2605, 2920 Broadway, New York, NY 10027. The Medical Center campus office is located at 101 Bard Hall, 50 Haven Avenue, New York, NY 10032.

## Employment Information Jobs

A job file is kept at the receptionist's desk listing job openings that are occasionally called into the office from architectural firms and related offices in and around the metropolitan area. These include full-time and temporary positions.

No recruiting is done for this job file; all listings are initiated by employers who call the office with the specific intention of hiring students or recent graduates. This means that the percentage of students usually hired from these files is very good. Not infrequently, specific qualifications are requested (e.g., third-year student; at least two years' experience, etc.). Students who desire to work in architecture and related fields should drop by the office and familiarize themselves with the file.

One of the greatest resources of the School is that so many members of the faculty carry on active professional practices in and around New York City.

## Center for Career Education

Each semester the Center for Career Education, through its Graduate Student Career Development department, offers programs and services designed to help graduate students prepare for careers after Columbia. Our programming includes career development workshops, topical career panel presentations, specialized speaker programs, and career fairs, each with a distinctive focus on the needs of master's and Ph.D. candidates, whether they are pursuing careers outside the academy or in academia. Graduate Student Career Development also offers career counseling, on a walk-in or by appointment basis, as well as psychometric testing. Our emphasis is on helping students develop the tools and self-awareness that

will enable them to find the job they want.

The Center provides distinctive career services to undergraduates and alumni of Columbia, as well as to graduate students. Through its Employer and Alumni Relations department it maintains relationships with potential employers of Columbia students and coordinates recruiting events on campus. More generally, the Center offers a Career Resource Center for research into career options, as well as an Internet-based job posting service (ColumbiaTRAK and InterviewTRAK) listing full-and part-time employment opportunities as well as internships. Through the Center's Web site (<http://careereducation.columbia.edu/>), upcoming career events are calendared, news of interest to job seekers is posted, and a wide range of information resources are available to assist in career exploration, preparation, and assessment. The Center encourages students to register on its Web site-and to check the Web site frequently-to ensure they stay up to date with Center events and resources.

We strongly encourage students to explore the career resources available to them through our Web site and by visiting the Center, which is located in East Campus, Lower Level, or by making an appointment to meet with a career counselor by calling 212-854-5609 for an appointment.

## **Job Fair**

In the spring of each year, architecture students have run a job fair to which representatives from leading regional offices are invited for the purpose of interviewing students for summer and full-time postgraduate employment. This fair is initiated and run entirely by students. Coordination of rooms for interviews, etc., should be done through the Dean's Office.

## **Urban Planning Job Placement**

The Urban Planning Program has its own placement center. Students seeking either part-time or postgraduate employment are urged to consult the Job Book on the north side of 400 Avery. The Urban Planning Program receives numerous job announcements and job-listing publications, which are collected. In addition, information on internships is available to urban planning students.

## **Historic Preservation Job Placement**

Job and internship books are available in the Preservation Office. Announcements regarding job and internship opportunities are posted regularly.

## **Real Estate Development Job Placement**

The Job Placement Committee identifies potential firms for recruiting and for career discussion panels scheduled on Wednesday evenings.

## **Portfolio Advising (Architecture)**

Members of the design faculty are available for consultation and compiling portfolios.

## **Governance: Schoolwide and Program Committees**

### **Schoolwide Committees**

#### **Faculty**

Full faculty meetings normally take place once a year chaired by the President of the University or the Provost. The faculty is responsible for approving the requirements of admissions, the programs of study, and the conditions of graduation. The faculty consists of full-time and invited part-time faculty members.

#### **Committee on Instruction**

The Committee on Instruction acts in an advisory capacity to the dean on education policy and curriculum. It is responsible under the dean and subject to approval by the full faculty for authorizing changes in course offerings. The Committee on Instruction consists of the dean, who serves as chair; the associate dean (ex-officio), as designated by the dean; six full-time faculty members; and four elected students.

#### **Committee on Admissions and Financial Aid**

This committee determines which applicants shall be admitted in the various programs within the School. It may delegate part of its function to subcommittees. It consists of the dean and the associate dean for admissions, and all program directors. Subcommittees may include full-time as well as part-time faculty members and graduating students.

### **Committee on Student Performance**

This committee is an appeals committee acting on matters involving (a) advanced standing and (b) students with unsatisfactory academic records. This committee consists of the dean, the associate dean for admissions, and three members of the faculty as designated by the dean.

### **Committee on Fellowships and Awards**

This committee acts on all matters related to student awards, scholarships, fellowships, prizes, and grants. It may delegate part of its function to subcommittees. It consists of the dean, the senior associate dean (ex-officio), and all program directors.

### **Directors' Committee**

This committee develops pedagogical policy in accordance with the overall goals of the School and the requirements set by the faculty and the various School committees. It consists of the dean, who serves as chairman, and all program directors, as appointed by the dean and confirmed by the faculty of their respective programs.

### **Executive Committee**

This committee acts in an advisory capacity to the dean on tenure and promotional procedures within the School. The committee consists of the tenured members of the faculty. Program Committees Architecture Committee on Fellowships and Awards This committee acts on matters

related to student awards, scholarships, fellowships, prizes, and grants in the M.Arch., M.S. Advanced Architecture Degree, and Urban Design Programs. It also acts on the dispersal of William Kinne Fellow funds allocated to the M.Arch. Program. It decides on the method of allocation, supervises the program of M.Arch. noncompetitive grants, and judges applications for the competitive graduate fellowships. It also chooses the student nominees for the SOM Foundation Fellowship Awards, and any other architectural awards. The committee consists of the dean, architecture program directors, and three invited full-time or part-time faculty members.

### **Architecture Committee on Independent Design Option**

Consists of the dean and Architecture Program directors.

### **Architecture History/Theory Committee**

Consists of the dean and History/Theory faculty.

### **Architectural Building Technologies Committee**

Consists of the dean and selected Building Technologies faculty.

### **Architecture Faculty**

The entire architecture faculty meets once, usually close to the beginning of the term. In addition, there may be full-time faculty meetings during the term.

### **Architecture Program Council**

The program council is an advisory body that may initiate and deliberate questions of policy concerning the goals, structures, curriculum, and programs as well as admissions, recruitment of faculty, and operating procedures of the program. The council also makes recommendations to the Committee on Instruction regarding changes in curriculum. Matters requiring further action (e.g., changes in curriculum) are submitted directly to the dean and faculty as necessary. The council consists of the dean, the architecture directors or their representatives, and two student members

from each year of each architecture program. The student representatives are elected each year during the first or second meeting of the Studio. The representatives serve for a year. The council elects a chairperson for the year who is responsible for calling and chairing meetings, which are held on a regular basis. One of the student members will be elected as secretary to the council and will aid the chairperson of the council with the scheduling of meetings, the preparation of agenda, and the recording and posting of minutes. The agenda includes items selected by council members from student suggestions. The council is responsible for the communication of all its decisions and discussions to the student body.

## Urban Planning Program Council

The program council is an advisory body that initiates and deliberates questions of policy concerning the goals, structures, curriculum, and programs as well as admissions, recruitment of faculty, and operating procedures of the program. The council also makes recommendations to the Committee on Instruction regarding changes in curriculum. Matters requiring further action (e.g., changes in curriculum) are submitted directly to the director of the program or forwarded to the dean and faculty as necessary.

The Urban Planning Program Council is composed of two student representatives from each year of the Urban Planning Program, one student from the Ph.D. Program, and at least two full-time faculty members. A student serves as the convener of the council.

Council meetings, announced by public notice, are open to all students in the Urban Planning Program; however, only elected representatives may vote. The council elects a chairperson for the year who is responsible for calling and chairing meetings, which are held on a regular basis. One of the student members will be elected as secretary to the council and will aid the chairperson of the council with the scheduling of meetings, the preparation of agenda, and the recording and posting of minutes. The agenda includes items selected by council members per students' suggestions. The council is responsible for the communication of all its decisions to the student body.

## American Planning Association

Each year one faculty member and one student are chosen to serve as APA representatives. They are the liaisons between the association and the Urban Planning Program: students should contact them for any information on APA events or programs.

## **Urban Planning Faculty**

The full-time faculty of the Urban Planning Program meets once a month. The director of the Urban Planning Program meets with all other program directors once a month.

## **Historic Preservation Program Council**

Four members of the program council are elected by the respective students in the first-and second-year classes. Directly after classes begin, the first-year class elects three people to represent that class. The program council meets with the director and faculty two or three times during the course of a term. An agenda is set between the faculty and the program council before the meetings. The stated purpose of the program council-but not limited to this purpose only-is as follows: 1. to review and advise on program curriculum planning; 2. to prepare and analyze course evaluations; 3. to bring matters of concern to students about the program to the attention of the director and the faculty.

## **Real Estate Student Committees**

Student committees of the Real Estate Development Association are charged with both advising and administering certain activities in the program. The Lecture Series Committee assists in the operation of the Fall Lecture Series and also plans and organizes the Spring Lecture Series. The Job Placement Committee identifies potential firms for recruiting and for career discussion panels scheduled on Wednesday evenings. The Student Admissions Committee is formed in the spring term to assist in the admissions process for the following year and advise on admissions for potential candidates.





## Faculty of Architecture, Planning and Preservation

Lee C. Bollinger, J.D. *President of the University*

Mark Wigley *Dean of the Faculty of Architecture,  
Planning and Preservation*

Amale Andraos *Assistant Professor of Architecture*

B.Arch., McGill University, 1996; M.Arch., Harvard University, 1999. Trott Professor of Architecture, OSU, 2006; Herbert Baumer Distinguished Visiting Professor, OSU, 2008. Architectural League of New York, Board Member.

Robert A. Beauregard *Professor of Urban Planning*

B.Arch., Rhode Island School of Design, 1969; Ph.D. (City and Regional Planning), Cornell, 1975. Harvey S. Perloff Endowed Chair: visiting professor, UCLA, 1994; docent professor, Department of Social Policy, University of Helsinki, 2003-present; visiting professor, Department of Geography, King's College, London, 2007-2010.

Michael Bell *Professor of Architecture, Director of Core  
Studies*

B.S., Catholic University of America, 1983; M.Arch., University of California, Berkeley, 1987. Progressive Architecture Design Award and Citation, 1991, 1992, 1996, 2001; Graham Foundation Grant, 1997, 2003; Emerging Voices Award, Architectural League of New York, 1999.

Vishaan Chakrabarti Marc Holiday *Associate Professor of  
Real Estate Development*

Andrew S. Dolkart Fitch *Associate Professor of  
Historic Preservation, Director of Historic Preservation*

B.A., Colgate, 1973; M.S., Columbia, 1977. Association of American Publishers Publication Award, 1998; A.I.A. New York Chapter Special Citation, 1999; James Marston Fitch Foundation Mid-Career Fellowship, 2001; member, Municipal Art Society Preservation Committee; chair, Committee on Cultural Landmarking; board of directors, Landmarks West.

**Kenneth Frampton *Ware Professor of Architecture***

Dipl. Arch., Dipl. Trop., Architectural Association (London), 1956; A.R.I.B.A., 1957; Honorary Doctorate of Technology, Royal Institute of Technology, Stockholm, 1991; Honorary Doctorate in Environmental Studies, University of Waterloo, 1995; Honorary Doctorate in Environmental Studies, California College of the Arts and Crafts, 1999. Medaille d'Or, Academie d'Architecture Paris, 1987; ACSA Topaz medal for excellence in architectural education, 1990; associate of the A.I.A., 1993; fellow, American Academy of Arts and Sciences, 1993; member, Russian Academy of the Constructional Science, 1995.

**Lance Freeman *Assistant Professor of Urban Planning***

B.S., State University of New York (Buffalo), 1987; M.R.P., University of North Carolina at Chapel Hill, 1991; Ph.D., 1997. Member, American Planning Association; member, Urban Affairs Association.

**Cyril M. Harris *Special Lecturer in Architecture; Professor Emeritus of Architecture and Charles Batchelor Professor Emeritus of Electrical Engineering***

B.A., California (Los Angeles), 1938; M.A., 1940; Ph.D., M.I.T., 1945; Sc.D. (hon.), New Jersey Institute of Technology, 1981; Sc.D. (hon.), Northwestern, 1989. Franklin Medal, 1977; Wallace Clement Sabine Medal, 1979; A.I.A. Medal, 1980; gold medal, Audio Engineering Society, 1984; gold medal, Acoustical Society of America, 1987; Pupin Medal, Columbia University, 1999. Member, National Academy of Engineering; National Academy of Sciences.

**Laurie Hawkinson *Professor of Architecture***

B.A., California (Berkeley), 1974; M.A., 1975; B.Arch, Cooper Union, 1983. Grant, New York State Council on the Arts; Board of Directors, Architectural League of New York;

N.C.A.R.B. certificate. Grant, Graham Foundation for Advanced Studies in Architecture and the Fine Arts, 1999. Registered architect.

**Steven Holl *Professor of Architecture***

B.Arch., Washington (Seattle), 1971. Architectural Association (London), 1976.

N.C.A.R.B. certificate. New York State Council on the Arts Fellowship, 1979. Arnold W. Brunner Prize in Architecture, 1990; Alvar Aalto Medal, 1998; Grande Medailles d'Or, 2001; 2002 Cooper Hewitt National Design Award in Architecture. Honorary Fellow of the Royal Institute of British Architects. Registered architect.

**Kenneth T. Jackson *Jacques Barzun Professor of History and the Social Sciences***

B.A., Memphis, 1961; M.A., Chicago, 1963; Ph.D., 1966. Fulbright Professor, 1974 and 1992; Guggenheim Fellow, 1983-1984; fellow, Society of American Historians. Bancroft Prize, 1986; Francis Parkman Prize, 1986; Mark Van Doren Award, 1987; president, Urban Historians Association, 1994; Great Teacher Award, Columbia, 1999; president, Organization of American Historians, 2000; New York State Scholar of the Year, 2001.

**Laura Kurgan *Associate Professor of Architecture, Director of Visual Studies, Director of Spatial Information Design Lab***

B.A., Berkeley, 1985; M.Arch., Columbia, 1988. Graham Foundation, 1992; Young Architects Award, Architectural League, 1995; NYSCA, 2003; OSI & JEHT, 2005. Board member, Storefront for Art and Architecture. United States Artists Rockefeller Fellowship, 2009; Metropolis Magazine, Game Changer, 2012.

**Peter Marcuse *Professor of Urban Planning***

B.A., Harvard, 1948; J.D., Yale, 1952; M.A., Columbia, 1963; M.U.S., Yale, 1968; Ph.D., California (Berkeley), 1972. Fellow, American Institute of Certified Planners; Connecticut Bar Association.

**Reinhold Martin *Associate Professor of Architecture***

B.Arch., Rensselaer Polytechnic Institute, 1987; Grad. Dipl. (History and Theory), Architectural Association, 1991; M.A. (Architecture), Princeton, 1995; Ph.D., 1999. Whiting Fellow in the Humanities, 1996-1997. Editor, Grey Room. Registered architect.

**Mary McLeod *Professor of Architecture***

B.A., Princeton, 1972; M.Arch., 1975; M.A., 1976; Ph.D., 1985. Social Science Research Council Fellow, France, 1977; Fulbright/Hayes, France, 1977. NEH, 1987; New York State Council on the Arts, 1998.

**Kate Orff *Assistant Professor of Architecture***

B.A., Political and Social Thought, University of Virginia (Dist), 1993; M.L.A., Harvard University Graduate School of Design, 1997. Registered landscape architect.

**Jorge Otero-Pailos *Assistant Professor of Historic Preservation***

B.Arch., Cornell, 1994; M.Arch., 1995; Ph.D. (in Architecture), M.I.T., 2002. Angel Ramos Foundation Research Grant, 1995; Schlossman Dissertation Fellowship, 2000; Graham Foundation for Advanced Studies in the Fine Arts, 2004. Postdoctoral Fellow, American Scandinavian Foundation, 2004; Postdoctoral Fellow, Canadian Center for Architecture, 2005. Hyzen Dissertation Award, 2000; Henry Luce Foundation, Dissertation Research Award, 2000; New York State Council for the Arts, 2003; Lawrence B. Anderson, M.I.T. Alumni Award, 2004. Member, DoCoMoMo National Board.

**Richard A. Plunz *Professor of Architecture; Director,***

***Urban Design Program***

B.S., Rensselaer Polytechnic Institute, 1965; B.Arch., 1966; M.Arch., 1967.

***Jan Hird Pokorny Special Lecturer in Architecture;  
Professor Emeritus of Architecture***

Engineer-Architect, Polytechnical University of Prague, 1938; M.S., Columbia, 1941. Fellow, A.I.A. Vice president, National Academy of Design. Commissioner, New York City Art Commission, 1973-1977. Commissioner, New York City Landmarks Preservation Commission. Registered architect.

***Hillary Sample Associate Professor of Architecture***

***Elliott D. Sclar Professor of Urban Planning; Director,  
Urban Planning Program***

B.A., Hofstra, 1963; M.A., Tufts, 1966; Ph.D., 1972. Research associate, Economic Policy Institute, Washington, D.C. Project director, Twentieth Century Fund, New York. Member, American Planning Association; Society for American City and Regional Planning History.

***Felicity D. Scott Assistant Professor of Architecture***

B.Arch., Royal Melbourne Institute of Technology, 1991; B.Sc. (History and Philosophy of Science), University of Melbourne, 1991; M.A.U.D., Harvard, 1994; M.A. (Architecture), Princeton, 1997; Ph.D., 2001. J. Paul Getty Postdoctoral Fellowship in the History of Art and the Humanities, 2002-2003; Henry Luce/ACLS Doctoral Dissertation Fellowship in American Art, 1998-1999; Harold W. Dodds Fellowship, Princeton, 1997-1998.

***Galia Solomonoff Assistant Professor of Architecture***

B.S.Arch., City College, City University (New York), 1991; M.Arch., Columbia, 1994. McKim Prize for Excellence in Design, National Endowment for the Arts grant, 2000; Architectural Record Design Vanguard, 2003; Architectural League Emerging Voices, 2002. Board member, Tenement Museum. New York Registered architect.

**Smita Srinivas *Assistant Professor of Urban Planning***

B.A., Smith College, 1991; M.S., Yale University, 1993; Certificat, Institut Universitaire de Hautes Etudes Internationales (Geneve, Suisse), 2000; Ph.D., M.I.T., 2004. Pre- and post doctoral fellowships, Harvard, 2002-2005. Nominated member, Sigma Xi.

**Stacey Sutton *Assistant Professor of Urban Planning***

B.A., Loyola College (Baltimore), 1989; M.B.A., New York University, 1996; Ph.D., Rutgers University (Urban Planning and Sociology), 2006. Member: American Planning Association; American Sociological Association; Urban Affairs Association.

**Bernard Tschumi *Professor of Architecture***

Dipl. Arch. E.T.H., Zurich, 1969. Arts Council of Great Britain, 1975. National Endowment for the Arts, 1979. Member, College International de Philosophie, Chevalier des Arts et des Lettres, and Legion of Honor, France. Registered architect.

**Mark Wigley *Professor of Architecture; Dean of the Faculty of Architecture, Planning, and Preservation***

B.Arch., University of Auckland (New Zealand), 1979; Ph.D., 1987. Resident fellowship, Chicago Institute for Architecture and Urbanism, 1989; International Committee of Architectural Critics (C.I.C.A.) Triennial Award for Architectural Criticism, 1990; Graham Foundation Grant, 1997.

**Mabel O. Wilson *Associate Professor of Architecture***

B.S., Virginia, 1985; M.Arch., Columbia, 1991; Ph.D. (American Studies), New York University, 2007. MacCraken Fellowship, New York University, 1995; visiting scholar, Getty Research Institute, 2002. Member, American Studies Association.

**Gwendolyn Wright *Professor of Architecture, Planning, and Preservation***

B.A., New York University, 1969; M.Arch., California (Berkeley), 1974; Ph.D., 1978. Woodrow Wilson Fellowship, 1977; Ford Foundation Fellowship, 1979-1980; NEH Fellowship, 1980-1982; Stanford Humanities Center Fellowship, 1982-1983; University of Michigan, Institute for the Humanities Fellowship, 1991; Getty Center for the History of Art and the Humanities Fellowship, 1992-1993; New York Institute for the Humanities Fellow, 1983-1992; Guggenheim Fellow, 2004-2005.

### Other Officers of Instruction

*Moshe Adler Adjunct Associate Professor of Urban Planning*

B.Sc., Mathematics, Tel Aviv University, 1972; Ph.D., Economics, UCLA, 1982.

*John Alschuler Jr. Adjunct Assistant Professor of Real Estate Development*

A.B., Wesleyan University, 1970; Ed.D., University of Massachusetts, 1973.

*Philip Anzalone Adjunct Assistant Professor of Architecture, Director of ABS Lab.*

BPS.Architecture, State University of New York (Buffalo), 1994; M.Arch., Columbia, 1997.

*William Arbizu Adjunct Assistant Professor of Architecture*

*Erieta Attali Adjunct Assistant Professor of Architecture*

B.A. (Photography), Athens Technical Institution, 1992; M.A., Goldsmiths College, University of London, 1998.

Fulbright Artist Award in Architectural Photography, 2000-2001; Japan Foundation Artist Fellowship, 2002-2003; Graham Foundation recipient, 2004.

*Kutan Ayata Adjunct Assistant Professor of Architecture*

*Sunil Bald Adjunct Assistant Professor of Architecture*  
B.A., California (Santa Cruz), 1986; M.Arch., Columbia, 1991. A.I.A. Medal, 1991; Fulbright Fellow; Young Architects Award, Architectural League of New York, 1999.

*Mojdeh Baratloo Adjunct Associate Professor of Urban Design*

M.Arch., University of Michigan, 1978. Project and Interiors Awards, New York Chapter, A.I.A., 1990. Fellow in Architecture, New York Foundation for the Arts, 1990. NYSCA Research Grant, 1990. NEA Arts in Public Places, Design Arts/Visual Arts Collaboration Grant, 1989, and Project Grant, 1993. Interior Design Award, 1996; 40 Under 40, Emerging Voices, 1996. Registered architect.

*Steven Baumgartner Adjunct Assistant Professor of Real Estate Development*

*Mark Bearak Adjunct Assistant Professor of Architecture*

*David Benjamin Assistant Professor of Architecture*

*Paul L. Bentel Adjunct Assistant Professor of Architecture and Historic Preservation*

B.A., Harvard, 1979; M.Arch., 1983; Ph.D., M.I.T., 1992. National Trust for Historic Preservation Grant, 1978; Graham Foundation Grant, 1981; A.I.A. Medal, 1983; Municipal Arts Society Design Award, 1986; Association of American Publishers Award, 1985. Registered architect; member, A.I.A.

*Joan Berkowitz Adjunct Assistant Professor of Historic Preservation*

A.B. (Environmental Science), Vassar, 1982; Historic Preservation studies, Boston University, 1983-1984; Historic

Preservation Program, Columbia, 1984-1986.

*Eric Body-Lawson Adjunct Associate Professor of Architecture*

*Bianya Bogosian Adjunct Assistant Professor of Architecture*

B.Arch., Woodbury University, 2008; M.S. A.A.D., Columbia University, GSAPP, 2010

*Françoise Bollack Adjunct Associate Professor of Architecture*

Diplôme d'Architecte, École Spéciale d'Architecture, Paris, 1969. Coauthor, *Everyday Masterpieces-Memory and Modernity*. Certificate of Merit Award, Landmarks Preservation, 1992; Certificate of Merit in Design, American Institute of Architects, 2003; MASTerwork Award, Municipal Art Society of New York, 2004. Registered architect.

*Brigette Borders Adjunct Assistant Professor of Architecture*

B.A., Wellesley College, 2004; M.Arch., Columbia University, 2009. Manager, ABS Lab

*Tim Boyle Adjunct Assistant Professor of Architecture*

*Thomas Boytinck Adjunct Assistant Professor of Real Estate Development*

B.A., Columbia, 1990.

*Jessica Braden Adjunct Assistant Professor of Urban Planning*

*Lynne Breslin Adjunct Associate Professor of Architecture*

A.B., Radcliffe, 1974; M.Arch., Princeton, 1978; M.A., 1982. Luce Scholar, 1978; IREX grant, 1990; Asian Cultural

Council, 1992; Princeton University Advisory Council. Registered architect.

*Thomas Brown Adjunct Assistant Professor of Real Estate Development*

*Brian Brush Adjunct Assistant Professor of Architecture*

*Babak Bryan Adjunct Assistant Professor of Architecture*

B.S., Engineering, California (Berkeley), 1998; M.Arch., Columbia, 2004. Lowenfish Award, 2004. Registered architect.

*Craig Buckley Adjunct Assistant Professor of Architecture, Director of Print Publications*

B.A., Trent University, 1999; M.A. University of Western Ontario, 2001; Ph.D Candidate, Princeton University 2004-present

*Eric Bunge Adjunct Assistant Professor of Architecture*  
B.Arch. with Distinction, McGill University, 1991  
M.Arch. with Distinction, Harvard Graduate School of Design, 1996. Registered architect.

*Ann L. Buttenwieser Adjunct Associate Professor of Urban Planning*

B.A., Swarthmore, 1957; M.S., Columbia, 1977; Ph.D., 1984. President, The Park Council. Board, National Parks Foundation. Member: American Planning Association; Regional Plan Association.

*Jonathan Calame Adjunct Assistant Professor of Historical Preservation*

Nathan Carter *Adjunct Assistant Professor of Architecture*

B. of Environmental Design, Texas A&M University, 2005; M. Arch., Columbia University GSAPP, 2008

Christy Cheng *Adjunct Assistant Professor of Architecture*

John Childs *Adjunct Assistant Professor of Historical Preservation*

Kevin Cimini *Adjunct Assistant Professor of Architecture*

Carol Ann Clark *Adjunct Associate Professor of Historic Preservation*

B.A., University of Michigan, 1974; M.S., Columbia, 1977. Revson Fellow, 1982-1983.

Michael Clark *Adjunct Assistant Professor of Real Estate Development*

Mark Collins *Adjunct Assistant Professor of Architecture*

B.S. Georgia Institute of Technology, 2001; M.Arch., Columbia University, 2006

Michael Conard *Adjunct Associate Professor of Architecture*

B.S., Rensselaer Polytechnic Institute, 1980; B.Arch., 1981; Architectural Association, 1991; M.S. (Architecture and Urban Design), Columbia, 1993. Independent Project Grant, New York State Council on the Arts, 1994; grant recipient, National Endowment for the Arts, 1995. Design Trust for Public Space Fellow, 1999. N.C.A.R.B. certificate. Registered architect.

Robert Stevens Condon *Adjunct Assistant Professor of Architecture*

B.Arch., Carnegie-Mellon University, 1984. Member, A.I.A. Registered architect.

Brigitte Cook *Adjunct Assistant Professor of Historical Preservation*

Lise Anne Couture *Adjunct Assistant Professor of Architecture*

B.Arch., Carleton, 1983; M.Arch., Yale, 1986. Mushenheim Fellow, University of Michigan. Fellowship, New York Foundation for the Arts, 1992. Registered architect.

Russ Davies *Adjunct Assistant Professor of Architecture*

Thomas de Monchaux *Adjunct Assistant Professor of Architecture*

B.A., Brown, 1996.

Ward Dennis *Adjunct Assistant Professor of Architecture*

Markus Dochantschi *Adjunct Assistant Professor of Architecture*

M.Arch., Darmstadt, Germany, 1995. Registered architect. ARB, United Kingdom; AKH, Germany.

Joanne Douvas *Adjunct Assistant Professor of Real Estate Development*

Zach Downey *Adjunct Assistant Professor of Architecture*

Phu Duong *Adjunct Assistant Professor of Architecture*  
B.A., Washington State University, 1996; Master of Science  
in Architecture and Urban Design, Columbia, 1999.

Joshua Draper *Adjunct Assistant Professor of  
Architecture*  
B.A., St. John's College, 1992  
M.Arch., Columbia University, 2008

Skye Duncan *Adjunct Assistant Professor of Urban  
Design*

Charles Eldred *Adjunct Assistant Professor of  
Architecture*  
B.Arch., Cornell, 1986; M.Arch., California (Berkeley), 1987.  
Eidlitz Fellowship, Cornell, 1989. Member, A.I.A. Registered  
architect.

Emilie Evans *Adjunct Assistant Professor of Historic  
Preservation*

Karen Fairbanks *Director, Barnard and Columbia  
Colleges Architecture Program; Associate Professor of  
Practice in Architecture, Barnard College*  
B.S.Arch., University of Michigan, 1981; M.Arch., Columbia,  
1987. Registered architect.

David Fano *Adjunct Assistant Professor of Architecture*

Irving Fischer *Adjunct Associate Professor of Real  
Estate Development*  
B.S., Purdue, 1954. Member, American Arbitration  
Association; member, American Institute of Contractors;  
vice chairman, New York City Chapter, Multiple Sclerosis  
Society; board member, Hazelden Foundation.

*Gary Fogg Adjunct Associate Professor of Real Estate Development*

*Merrie Frankel Adjunct Assistant Professor of Real Estate Development*

*Belmont Freeman Adjunct Assistant Professor of Historic Preservation*

*Richard Froehlich Adjunct Assistant Professor of Urban Planning*

B.A., Columbia, 1985; J.D., Columbia, 1988. Member, American Bar Association Forum on Affordable Housing and Community Development Law, 2003-present; member, New Destiny Housing Corporation Board of Directors, 2003-present.

*Sean Gallagher Adjunct Assistant Professor of Architecture*

*Douglas Gauthier Adjunct Associate Professor of Architecture and Real Estate Development*

B.Arch./Art History, Notre Dame, 1985; M.S., Columbia (GSAPP), 1992. Registered architect.

*Frank Gesualdi Adjunct Assistant Professor of Architecture*

*Alistair Gill Adjunct Assistant Professor of Architecture*  
BA(Hons), Newcastle University, 1993; AADipl, Architectural Association, 1998; MRes, London Consortium, 2001; PhD, London Consortium, under completion.

*Leslie Gill Adjunct Associate Professor of Architecture*  
B.Arch., Cooper Union, 1982. Fellowship, New York

Foundation for the Arts, 1986, 1992. Emerging Voices Award, Architectural League of New York, 1992. The Cooper Union Citation for Contribution to the Field of Architecture, 1992, 1994. Vice chair, Van Alen Institute; trustee, The Cooper Union. Co-chair, Chrysler Design Awards. Registered architect.

*Christina Goberna Adjunct Assistant Professor of Architecture*

*Martin E. Gold Adjunct Professor of Real Estate Development*

B.A., Cornell, 1967; J.D., Harvard, 1970; M.P.A., Harvard, 1971. Fellow, Center of Law and Development (Sri Lanka), 1971-1973; director of corporate law, New York City Law Department, 1980-1985; member, Real Property, Energy, Municipal Affairs, Housing, and Environmental Law Committees of the Bar Association of the City of New York.

*Mario Gooden Adjunct Associate Professor of Architecture*

B.S., Clemson University, 1987; M.Arch., Columbia, 1990. McKim Prize, 1990; A.I.A. Medal, 1990; Alpha Rho Chi Medal, 1987. Registered architect.

*Eldad Gothelf Adjunct Assistant Professor of Architecture*

*Urtzi Grau Adjunct Assistant Professor of Architecture*  
Architect, ETSAB, 2000; MsAAD, GSAPP Columbia University, 2004; Graduate Certificate in Media and Modernity. Princeton University, 2006; M.A., Princeton University, 2007; Ph.D. Candidate History and Theory of Architecture, Princeton University.

*Jennifer Gray Adjunct Assistant Professor of Historic*

*Preservation*

*Mark Green Adjunct Assistant Professor of  
Architecture*

B.S. Arch., University of Utah, 2004; M.Arch.,  
Columbia University, 2008

*Abby Hamlin Adjunct Assistant Professor of Real  
Estate Development*

*Fred Harris Adjunct Assistant Professor of Real Estate  
Development*

*Delaney Harris-Finch Adjunct Assistant Professor of  
Historic Preservation*

*Toru Hasegawa Adjunct Assistant Professor of  
Architecture*

B.S. Hosei University, 2003; M.Arch, Columbia  
University, 2006

*Anne Gatling Haynes Adjunct Associate Professor of  
Urban Design*

*Robert A. Heintges Adjunct Professor of Architecture*  
B.A., Rice, 1970; B.Arch., 1971. Member, A.I.A. Registered  
architect.

*Juan Herreros Associate Professor of Architecture*

*Andrew Herscher Adjunct Assistant Professor of  
Historic Preservation*

*A. Jay Hibbs Adjunct Associate Professor of  
Architecture*

B.Arch., Cooper Union, 1980. Member, A.I.A. Registered architect.

Phu Hoang *Adjunct Assistant Professor of Architecture*  
B.S.Arch., Georgia Institute of Technology, 1996;  
M.Arch., Columbia University, 1999. Registered architect.

Mimi Hoang *Adjunct Assistant Professor of Architecture*

B.A. Massachusetts Institute of Technology, 1993;  
M.Arch. Harvard Graduate School of Design, 1998.  
Registered architect.

Patrick Hopple *Adjunct Assistant Professor of Architecture*

Jyoti Hosagrabar *Adjunct Associate Professor of Architecture and Urban Planning*

B.Arch., School of Planning & Architecture, New Delhi, India, 1986; M.Planning, University of Southern California, Los Angeles, 1989; Ph.D., University of California, Berkeley, Department of Architecture, 1997.

Scott Hughes *Adjunct Assistant Professor of Architecture*

B.A. Architecture, University of California, Berkeley, 1993

M. Eng. Structural Engineering, University of Minnesota, Twin Cities, 1995

Arthur Imperatore *Adjunct Associate Professor of Real Estate Development*

Jeffrey Inaba *Adjunct Assistant Professor of*

*Architecture, Director of C-Lab*

B.A., California (Berkeley), 1985; Master in Design Studies, Harvard, 1989; M.Arch., Harvard, 1990. Graham Foundation for Advanced Studies in the Fine Arts grant, 1998; Rockefeller Foundation/NYU Urban Forum Fellow, 1992.

*Clara Irazabal Assistant Professor of Urban Planning*

*Jason Ivaliotis Adjunct Assistant Professor of Architecture*

B.A. Architecture, Miami University, 2003; M.Arch., Columbia University, 2007; Member - Emerging New York Architects Committe of the AIA.

*Mary Jablonski Adjunct Assistant Professor of Historic Preservation*

B.A., University of Massachusetts, 1977; M.Sc., Columbia, Historic Preservation Program; M.A. (Modern English Social History), University of Sussex, Brighton, UK, 1978; Kresge fellowship for study at ICCROM, Rome, Italy, 1990.

*Earl Jackson Adjunct Associate Professor of Urban Design*

*Michael Jacobs Adjunct Assistant Professor of Architecture*

B.A. Lehigh University, 1992; M.Arch. Columbia University, 1997. Registered architect.

*Pamela Jerome Adjunct Associate Professor of Historic Preservation*

B.Arch., National Technical University (Athens, Greece), 1980; M.S., Columbia, 1991. Participant, Getty Conservation Institute Paphos Seminar, 1990; CRATerre/ICCROM,École d'Architecture de Grenoble, 1994. Member,

US-ICOMOS. Registered architect, New York and Greece.

*Jeffrey Johnson Adjunct Assistant Professor of Architecture; Director of China Megacities Lab*  
B.S. Environmental Design, Ball State University, 1990; B.Arch., Ball State University, 1990; M.Arch., Ball State University, 1992. Registered architect.

*Andrea Kahn Adjunct Associate Professor of Architecture*

B.A., Bennington, 1975; M.Arch., Princeton, 1983. Butler Traveling Fellowship Award for Thesis Research. N.Y.F.A. Fellowship in Architecture, 1994. A.I.A. Education Honors, 1998. Graham Foundation Individual Project Grant, 1989, 2002.

*Victoria Kahn Adjunct Assistant Professor of Real Estate Development*

*Joshua Kahr Adjunct Associate Professor of Real Estate Development*

B.A., Reed College, 1996; M.S., New York University, 1997. Licensed real estate broker.

*Lydia Kallipoliti Adjunct Assistant Professor of Architecture*

Dipl. Arch-Eng, Aristotle University of Thessaloniki, 2001; SMArchS, Massachusetts Institute of Technology, 2004; MA, Princeton University, 2007.

*Sonny Kalsi Adjunct Assistant Professor of Real Estate Development*

*Keith Kaseman Adjunct Associate Professor of Architecture*

B.S., Arizona State University, Tempe, 1995; M.Arch.,

Columbia, 2001. Winner, Pentagon Memorial competition, 2003.

*Claudia Kavenagh Adjunct Assistant Professor of Historic Preservation*

*Petra Kempf Adjunct Associate Professor of Urban Design*

*Victor Keto Adjunct Assistant Professor of Architecture*

*Nico Kienzl Adjunct Assistant Professor of Architecture*

*Janette Kim Adjunct Assistant Professor of Architecture*

B.A., Columbia, 1997; M.Arch., Princeton, 2001. Winner, National AIDS Memorial Grove competition, 2005. Van Alen Institute. New York Prize Fellowship, 2010; Graham Foundation, Publication and Distribution Grant, 2011.

*Jeannie Kim Adjunct Assistant Professor of Architecture,*

B.A., Princeton, 1996; M.Arch., Harvard, 2000; M.A., Princeton, 2003. Poly Diploma, Regent Street Polytechnic School of Architecture, 1972. Member, Archigram group, 1962-1973. Grant, New York State Council on the Arts, 1990; grant, New York Foundation for the Arts, 1992.

*David King Assistant Professor of Urban Planning*

*Karel Klein Adjunct Assistant Professor of Architecture*  
B.S., Architecture, B.S. (Civil Engineering), University of Illinois at Urbana-Champaign; M.Arch., Columbia. Registered architect.

Chad Konrad *Adjunct Assistant Professor of Architecture*

Craig Konyk *Adjunct Assistant Professor of Architecture*

M.Arch., University of Virginia, 1983; A.I.A. N.Y. Interior Design Award, 2002; New York Foundation for the Arts Fellowship, 1994. Registered architect. Member - Executive Committee, Architectural League of New York, Member - Advisory Board, Architect's Newspaper.

Zachary Kostura *Adjunct Assistant Professor of Architecture*

Kunio Kudo *Adjunct Associate Professor of Architecture*

B.Eng. in Arch., Tokyo Institute of Technology, 1963; M.Eng. in Arch., 1965; Dr.Eng. in Arch., 1969; M.A.U.D., Harvard, 1978. Regional Science Research Fellow, University of Pennsylvania, 1969-1971; American Study Fellow, Brown, 1977-1978; associate professor of architecture, Nagoya Institute of Technology, 1972-1981; visiting professor, Nova Scotia Technical College, Canada, 1980. Registered architect, Japan and U.S.A.

Kaja Kühl *Adjunct Assistant Professor of Urban Planning and Urban Design*

Christoph Kumpusch *Adjunct Assistant Professor of Architecture*

Marc Kushner *Adjunct Assistant Professor of Architecture and Real Estate Development*

Robert N. Lane *Adjunct Associate Professor of Urban*

## *Design*

**Floyd Lapp *Adjunct Professor of Urban Planning***  
M.P.A., New York University, 1964; D.P.A., 1972. Fellow, American Institute of Certified Planners; licensed professional planner, New Jersey.

**Wilfried Laufs *Adjunct Assistant Professor of Architecture***

Cand.-Ing. Architecture, RWTH Aachen/Germany, 1993; Dipl.-Ing. Structural Engineering, RWTH Aachen/Germany, 1996; Dr.-Ing. (PhD) Structural Engineering, RWTH Aachen/Germany, 2000. Licensed professional Structural Engineer, NY, FL.

**Charles S. Laven *Adjunct Professor of Real Estate Development***

B.S., M.I.T., 1973. Loeb Fellow, Harvard, 1981.

**Milagros Lecuona *Adjunct Assistant Professor of Urban Planning***

**Thomas Leeser *Adjunct Assistant Professor of Architecture***

**Richard Leland *Adjunct Professor of Real Estate Development***

**Trent Lethco *Adjunct Assistant Professor of Architecture and Urban Design***

**Jennifer Leung *Adjunct Assistant Professor of Real Estate Development***

**Frédéric Levrat *Adjunct Assistant Professor of Architecture***

Dipl. Arch., École Polytechnique Federale de Lausanne, 1990. Young Architects Award, Architectural League of New York, 1997; European 5 winner, 1999; New York Foundation for the Arts Fellowship in Architecture, 1996, 2001. Registered architect in Switzerland and EU.

*Andrew Liang Adjunct Assistant Professor of Real Estate Development*

*Kevin P. Lichten Adjunct Assistant Professor of Architecture*

B.A., Brown University, 1974; M.Arch., Yale, 1977. William Wirt Winchester Fellowship, 1977-1978. Licensed architect: New York, New Jersey, Connecticut; member, A.I.A.; director, New York Landmarks Preservation Foundation.

*Guiseppe Lignano Adjunct Assistant Professor of Architecture*

Master in Architecture and Urban Design, Universita' di Napoli, Italy, 1989. Registered architect in Italy. International Associate, AIA.

*Chang Liu Adjunct Associate Professor of Urban Planning*

*John Locke Adjunct Assistant Professor of Architecture*

*Jeffrey Lowe Associate Professor of Urban Planning*

*Robert Luntz Adjunct Assistant Professor of Architecture*

*Daniel MacEachron Adjunct Assistant Professor of Real Estate Development*

*Geoff Manaugh Adjunct Assistant Professor of*

*Architecture; Director, Studio-X*

B.A. with Highest Honors, UNC-Chapel Hill, 1997; M.A., University of Chicago, 2001

*Scott Marble Adjunct Assistant Professor of Architecture*

B.Ed., Texas A&M, 1983; M.Arch., Columbia, 1986. Young Architects, Architectural League of New York, 1992; A.I.A. Design Award, 1994, 1996, 1997, 1999; N.Y.F.A. Fellowship, 1994; 40 under 40, 1995; Emerging Voices Award, Architectural League of New York, 1998; AR+d Award, Architectural Review, 1999. Registered architect.

*Peter Marcotullio Adjunct Associate Professor of Urban Planning*

B.A., University of Pennsylvania, 1979; M.A. (Biology), University of Pennsylvania, 1983; M.A. (Geography), Columbia, 1989; Ph.D. (Urban Planning), 1996.

*Robert Marino Adjunct Associate Professor of Architecture*

*Sandro Marpillerro Adjunct Associate Professor of Architecture*

M.Arch., Architecture Institute of Venice (IAUV), 1979; M.Sc. (Architecture and Building Design), Columbia, 1983. Fulbright Fellowship, 1982-1984; New York Foundation for the Arts Fellowship, 1988; Honor Award for Urban Design, Boston Society of Architects, 1993. A.I.A. citation, Teaching Excellence for Urban Design Studios at Columbia University, 1998. Member, A.I.A. Registered architect.

*Jonathan Martin Adjunct Assistant Professor of Urban Planning*

B.S.D., Arizona State University, 1995; M.R.P., Cornell, 2001.

*Anton Martinez Adjunct Assistant Professor of Architecture*

*Charlotte Matthews Adjunct Assistant Professor of Real Estate Development*

*Lisa Matthiessen Adjunct Assistant Professor of Real Estate Development*

*Juergen Mayer Adjunct Assistant Professor of Architecture*

Diplom-Ing. Architektur, Stuttgart University, 1992; M.Arch., Princeton University, 1994. Registered architect in Germany.

*Elizabeth McEnaney Adjunct Assistant Professor of Historic Preservation*

*Sandra McKee Adjunct Assistant Professor of Architecture*

*Geeta Mehta Adjunct Associate Professor of Urban Design*

*Lee Miller Adjunct Professor of Urban Planning*

*Adam Modesitt Adjunct Assistant Professor of Architecture*

*Edward Mohylowski Adjunct Assistant Professor of Historic Preservation*

*Justin Garrett Moore Adjunct Assistant Professor of Urban Design*

*John Morrison Adjunct Assistant Professor of Architecture*

*Jennifer Most Adjunct Assistant Professor of Historic Preservation*

*Junko Nakagawa Adjunct Assistant Professor of Architecture*

B.Arch., Washington University in St. Louis, 1997;  
M.Arch., Massachusetts Institute of Technology, 2002.  
Registered architect.

*Federico Negro Adjunct Assistant Professor of Architecture*

*Anton Nelson Adjunct Assistant Professor of Architecture*

*Mitchell Nelson Adjunct Assistant Professor*

*Christopher Neville Adjunct Associate Professor of Historic Preservation*

*Philip Nobel Adjunct Assistant Professor of Architecture*

*Davidson Norris Adjunct Associate Professor of Architecture*

B.A., Williams College, 1970; M.Arch., Yale, 1977. Award of Merit, ASES/Progressive Architecture, 1982; Presidential Design Award, NEA, 1988; fellow, New York Foundation for Arts, 1989; Individual Project Award, NEA, 1990; fellow, MacDowell Colony, 1991; Merit Award, National Trust for Historic Preservation, 1991; Project Award, New York State Council on the Arts, 1992. IESNA, North American Sundial Society. Registered architect.

*Nadereh Nouhi Adjunct Assistant Professor of Real Estate Development*

*Roger Nussenblatt Adjunct Assistant Professor of Real Estate Development*

*Elisa Orlanski Ours Adjunct Assistant Professor of Real Estate Development*

*Roberto Otani Adjunct Assistant Professor of Architecture*

*Robert M. Paley Adjunct Assistant Professor of Real Estate Development*

B.A., Yale, 1976; M.B.A., 1982.

*Philip Parker Adjunct Assistant Professor of Architecture*

Bachelor of Design in Architecture, University of Florida, 1978; M.Arch., Yale, 1984. Registered architect.

*Raj Patel Adjunct Assistant Professor of Real Estate Development*

*Richard D. Pieper Adjunct Assistant Professor of Historic Preservation*

B.A., Cornell, 1971, Rumsey Scholar. ICCROM (Rome), 1981; UNESCO (Venice) Fellow, 1985. Vice chairman, US/ICOMOS. Trustee, Historic Preservation Education Foundation.

*Edward Poteat Adjunct Assistant Professor of Real Estate Development*

*Jennifer Preston Adjunct Assistant Professor of*

*Architecture*

*Theodore H. M. Prudon Adjunct Associate Professor of Historic Preservation*

M.A., Delft University of Technology, 1969; M.S., Columbia, 1972; Ph.D., 1981. William F. Kinne Fellows Traveling Fellow, 1972. Member, Royal Dutch Society of Architects. N.C.A.R.B. certificate.

*Sarah Queen Adjunct Assistant Professor of Real Estate Development*

*Nicholas Quennell Adjunct Associate Professor of Architecture*

Dipl. Arch., Architectural Association (London), 1957; M.L.A., Harvard, 1969. Fellow, American Society of Landscape Architects; Architectural Association (London). Registered architect, New York, New Jersey, Pennsylvania, United Kingdom. Registered landscape architect, New York, Massachusetts, Connecticut, North Carolina. N.C.A.R.B. certificate. C.L.A.R.B. certificate. Former member, New York City Art Commission.

*Mark Rakatansky Adjunct Associate Professor of Architecture*

B.A., California (Santa Cruz), 1979; M.Arch., California (Berkeley), 1982. Fellow, Chicago Institute for Architecture and Urbanism, 1988-1989. Progressive Architecture Award, 1992; Emerging Voices, Architectural League of New York, 1995; ID Annual Design Award, 1995; American Center for Design 100 Show Award, 1996, 1998; National Art and Design Competition for Street Trees Award, 1998; PRINT Digital Design & Illustration Award, 1998; Selected Project, The City: Third Millennium, Venice Biennale: 7th International Exhibition of Architecture, 2000.

*Raquel Ramati Adjunct Professor of Real Estate*

*Development*

B.A.Arch., Pratt Institute. Loeb Fellow, Harvard, 1975. Director of Urban Design Group, New York Dept. of City Planning, 1971-1981. Member, A.I.A.; vice chair, Urban Redevelopment Council, Urban Land Institute; board member, Israel Environmental Council; Program Committee, Women's Forum.

*Jeffrey Raven Adjunct Assistant Professor of Urban Design*

*Dahlia Roberts Adjunct Assistant Professor of Architecture*

*Scott Robinson Adjunct Assistant Professor of Real Estate Development*

*Francois Roche Adjunct Assistant Professor of Architecture*

*Michael Rock Director of Graphical Architecture Studies*

*Gary Roth Adjunct Assistant Professor of Urban Planning*

*Karla Maria S. Rothstein Adjunct Associate Professor of Architecture*

B.S.Arch., University of Maryland, 1988; M.Arch., Columbia, 1992. Jacob K. Javits Fellow, 1988-1992; William Kinne Traveling Fellow, 1992; joint fellowship in Architecture, New York Foundation for the Arts, 2000; Progressive Architecture Design Award Citation, 2001. Registered architect, Berlin, Germany.

*Lindy Roy Adjunct Assistant Professor of Architecture*

Westly Rozen *Adjunct Assistant Professor of Architecture*

Frank Ruchala *Adjunct Assistant Professor of Urban Design*

Yehuda Safran *Adjunct Associate Professor of Architecture*

St. Martin School of Art, London, 1970; M.A., Royal College of Art, London, 1972; University College, 1975. Fellowship, Chicago Institute of Architecture and Urbanism, National Endowment for the Arts, 1989. Member, College International de Philosophie.

Austin Eun Sakong *Adjunct Assistant Professor of Urban Design*

Victoria Sanger *Adjunct Assistant Professor of Architecture*

Paula Schaefer *Adjunct Assistant Professor of Real Estate Development*

Andrew Scherer *Adjunct Professor of Urban Planning*  
B.A., University of Pennsylvania, 1972; J.D., New York University School of Law, 1978. Executive director, Legal Services for New York City.

Edwin Schlossberg *Adjunct Professor of Architecture*  
B.A., Columbia University, New York, NY, 1967;  
Masters in Science and Literature, Columbia University, New York, NY, 1969; Doctor of Philosophy, Columbia University, New York, NY, 1971. Member - The U.S. Commission of Fine Arts, Washington, DC.

Veronika Schmid *Adjunct Assistant Professor of Architecture*

AADipl, Architectural Association London, 1998;  
M.Arch II, UCLA, 2001.

David Schankenberg *Adjunct Assistant Professor of Historic Preservation*

Craig Schwitter *Adjunct Assistant Professor of Real Estate Development*

Laila Seewang *Adjunct Assistant Professor of Architecture*

B.Sc. (Env.Des), University of Tasmania, 1999;  
B.Arch., The Cooper Union, 2005; M.Arch., Princeton University, 2008. Registered architect.

Paul Segal *Adjunct Professor of Architecture, IDP Coordinator*

M.F.A., Princeton, 1969. Fellow, A.I.A. N.C.A.R.B. certificate. President, New York Chapter, A.I.A., 1985-1986; trustee, Preservation League of New York State; president, New York Foundation for Architecture. Registered architect.

Suhrita Sen *Adjunct Assistant Professor of Real Estate Development*

David Grahame Shane *Adjunct Professor of Architecture*

Dipl. Arch., Architectural Association (London), 1968;  
M.Arch., Cornell, 1971; Ph.D., 1978.

Donald Sheets *Adjunct Assistant Professor of Real Estate Development*

Ethel Sheffer *Adjunct Assistant Professor of Urban*

## *Planning*

### *Cassim Shepard Adjunct Assistant Professor of Architecture*

B.A., Harvard University, 2001; M.A., University of London, Kings College, 2004; M.C.P., Massachusetts Institute of Technology, 2007.

### *Daniel Sherer Adjunct Assistant Professor of Architecture*

B.A., Yale, 1985; Ph.D., Harvard, 2000. James B. Duke Fellow in the Humanities, 1987-1988; Mellon Fellow in the History of Art, Harvard, 1992-1995; Charles Eliot Norton Travelling Fellow, Harvard, 1993; Oscar Cutler Fellow, Harvard, 2000.

### *Sho Shigematsu Adjunct Associate Professor of Architecture*

### *Robert Silman Adjunct Professor of Architecture and Historic Preservation*

Bachelor of Arts, Cornell University, 1956; Bachelor of Civil Engineering, New York University, 1960; Master of Civil Engineering, New York University, 1963. Honary Member - AIA NY, ASCE - Fellow.

### *Joel M. Silverman Adjunct Associate Professor of Real Estate Development*

B.E. (E.E.), City College of New York, 1972. Licensed professional engineer: New York, 1977, New Jersey, 1988, Pennsylvania, 1995. President, HRH Construction Corp., 1978-1999; president, Silverman Associates, 1999-present.

### *Julie Sloan Adjunct Associate Professor of Historic Preservation*

Danielle Smoller *Adjunct Associate Professor of Architecture; New York Co-Director, New York/Paris Program*

B.A., Skidmore, 1987; M.Arch., Columbia, 1991.

Roland Snooks *Adjunct Assistant Professor of Architecture*

Angela Chen-Mai Soong *Adjunct Assistant Professor of Urban Design*

Smita Srinivas *Assistant Professor of Urban Planning*

Manish Srivastava *Adjunct Assistant Professor of Real Estate Development*

Morana Stipisic *Adjunct Assistant Professor of Urban Design*

Stacey Sutton *Assistant Professor of Urban Planning*

John T. Szot *Adjunct Associate Professor of Architecture*

B.Arch., University of Texas (Austin), 1998; M.S., Columbia (GSAPP), 2001. Executive director, Experimental Modern Arts Collective.

Mark Taylor *Director, Operations*

Neil Thelen *Adjunct Assistant Professor of Architecture*

Helen Thomas *Adjunct Assistant Professor of Historic Preservation*

*Ada Tolla Adjunct Assistant Professor of Architecture*  
Master of Architecture and Urban Design, Università di  
Napoli, Italy, 1989.

*Paula Tomisaki Adjunct Assistant Professor of  
Architecture*  
M.Arch., Moron University, Buenos Aires, Argentina,  
2000;  
M.S. AAD., Columbia University, 2006. Registered  
architect in Argentina.

*Graham L. Trelstad Adjunct Assistant Professor of  
Urban Planning*  
B.A., Columbia, 1989; M.S., Yale, 1994. Member, AICP,  
A.P.A., Urban Land Institute.

*Mark Tsurumaki Adjunct Assistant Professor of  
Architecture*  
B.S., University of Virginia; M.Arch., Princeton, 1991.

*Anthony Tung Adjunct Assistant Professor of  
Architecture*

*Nicola Twilley Adjunct Assistant Professor of  
Architecture, Director of Studio-X*

*Christian Uhl Adjunct Associate Professor of  
Architecture,*  
Bachelor of Arts in Painting, Miami University, 1988-  
1993; Bachelor of Environmental Design, Architecture,  
Miami University, 1988-1993; Master of Architecture,  
Architectural Design, Bartlett School of Architecture,  
UCL 1998, 1999 graduated with award of distinction  
in design; The Independent Study Program, Whitney  
Museum, New York City, 1999, 2000. Registered  
architect.

*Joshua Uhl Adjunct Assistant Professor of Architecture*  
B.Env.Design, Miami, 1995; M.Arch., Columbia, 2002.  
McKim/Kaplan Prize, 2002; SOM Traveling Fellowship, 2002. Member, AIA. Registered architect.

*Anne Van Ingen Adjunct Assistant Professor of Historic Preservation*

*Kazys Varnelis Adjunct Assistant Professor of Architecture, Director of Network Architecture Research Lab.*

A.A, Social Sciences, Simon's Rock at Bard College, 1986; B.S. the History of Architecture, Cornell University, 1988; M.A., History of Architecture and Urban Development, Cornell University, 1990; Ph.D. History of Architecture and Urbanism, Cornell University 1994.

*Aniju Varughese Adjunct Assistant Professor of Architecture*

M.S.C.E., Columbia University, 2005; M.S.C.E., Cooper Union, 2002

*Joseph Vidich Adjunct Assistant Professor of Architecture*

B.A., Wesleyan University, 2000; M.Arch, GSAPP, Columbia University, 2008.

*Daniel Vos Adjunct Assistant Professor of Architecture*  
B.A., Calvin College, 1999; M.Arch., Columbia, 2004.

*Enrique Walker Adjunct Assistant Professor of Architecture, Director of AAD Program*

Dipl. Arch., University of Chile, 1992; M.A., Architectural Association School of Architecture, 1995.

*David Wallace Adjunct Associate Professor of Architecture*

B.Arch., Cooper Union, 1980. Member, A.I.A. Registered architect.

*Mark Wasiuta Adjunct Assistant Professor of Architecture, Director of Exhibitions*

*Kevin Wei Adjunct Assistant Professor of Architecture*  
B.Arch., Carnegie Mellon University, 2006; M.S.AUD., Columbia University, 2008; AAR Post-Graduate Research Program, Columbia University, 2009

*Marc Weidner Adjunct Assistant Professor of Real Estate Development*

*Norman R. Weiss Adjunct Associate Professor of Historic Preservation*

B.A., New York University, 1968. Vice president, MCC Materials; senior scientist, Integrated Conservation Resources. Visiting conservation scientist, New York University. Life member, Association for Preservation Technology.

*George Wheeler Adjunct Associate Professor of Historic Preservation; Director of Conservation for the Historic Preservation Program*

B.A. (Art History), Muhlenberg College, 1975; M.A. (Art History), Hunter College; M.S. (Chemistry), New York University, 1982; Ph.D. (Chemistry), 1987. Fellow, American Academy in Rome; fellow, Institutional Institute for Conservation. National Museum Act, 1982, 1983; Getty Conservation Institute Research Contracts, 1988-1994; MMA Travel Grants, 1988, 1991, 1995; Institute for Museum Services, 1988, 1993, 1995; National Endowment for the Arts, 1990, 1995; Getty Conservation Institute Publication Contract, 1995; National Science Foundation, 1996; Rome

Prize, 1997; National Center for Preservation Technology and Training, 1998; Samuel Kress Foundation, 1998; Kress Publication Grant, American Institute for Conservation, 2001.

*John Christopher Whitelaw Adjunct Assistant Professor of Architecture*

M.S. in Architecture, Georgia Institute of Technology, 1997; M.Arch., Columbia, 2002.

*Dan Wiley Adjunct Assistant Professor of Urban Design*

*Jessica Williams Adjunct Assistant Professor of Historic Preservation*

*Dawanna Williams Adjunct Assistant Professor of Real Estate Development*

*Carol Willis Adjunct Associate Professor of Architecture*

B.A., Boston University, 1971; M.A., 1976; M.Phil., Columbia, 1979. Graham Foundation, 1998; New York State Council on the Arts, 1997, 1999, 2000; IMLS, 2001. Founder and director, the Skyscraper Museum, New York City.

*T. Kelly Wilson Adjunct Associate Professor of Historic Preservation*

*Alexandra Parsons Wolfe Adjunct Assistant Professor of Historic Preservation*

*Katherine Wood Adjunct Assistant Professor of Historic Preservation*

*Anthony Wood Adjunct Associate Professor of Historic*

## *Preservation*

*Andrew Wood Adjunct Assistant Professor of Real Estate Development*

*Soo-in Yang Adjunct Assistant Professor of Architecture*

*Michael Young Adjunct Assistant Professor of Architecture*

B.Arch., Cal Poly San Luis Obispo, 1997; M.Arch., Princeton University, 2005. Registered architect.

*Brian Young Adjunct Assistant Professor of Architecture*

B.A. Architecture, University of California at Berkeley, 1997; M.Arch., Harvard University Graduate School of Design, 2003.

*Andrew Zientek Adjunct Associate Professor of Architecture*

BSLA., University of Wisconsin, 2002; MLA., Harvard University, 2011. Registered landscape architect.

*Scott D. Zwilling Adjunct Assistant Professor of Real Estate Development*

B.S., Ohio State, 1997; M.S., Columbia, 2002. CPA.

## **Emeriti and Retired Officers**

*Harold K. Bell Professor Emeritus of Urban Planning and Real Estate Development*

*Romaldo Giurgola Ware Professor Emeritus of Architecture*

Sigurd Grava *Professor Emeritus of Urban Planning*

Cyril Harris *Professor Emeritus of Architecture and Electrical Engineering*

Klaus Herdeg *Professor Emeritus of Architecture*

Peter Marcuse *Professor Emeritus of Urban Planning*

Jan Hird Pokorny *Professor Emeritus of Architecture*

James Stewart Polshek *Professor Emeritus of Architecture*



**Office of the Dean**  
**Dean of the Graduate School of Architecture,  
Planning, and Preservation**  
**Mark Wigley**  
**402 Avery; 212-854-3473**

The dean is the principal representative of the School to the University, the public, and other institutions. The dean serves as the School's chief executive officer and is immediately responsible for its academic programs, including maintaining a faculty of academic excellence, overseeing its curriculum, its rules and regulations, and insuring a smooth administrative operation. He is also responsible for financial budgeting and development of the School and its centers. He oversees alumni relations.

**Associate Dean for Administration**  
**David Hinkle**  
**401 Avery; 212-854-3473**

The associate dean coordinates the activities of the Office of the Dean. He maintains all records of the dean's office, as well as those of the faculty of the GSAPP, and handles affirmative action. He is responsible for scheduling all schoolwide meetings and events and handles the assignment of teaching assistantships and readerships. He coordinates all School special events.

**Manager, Office of the Dean**  
**Margel Nusbaumer**  
**D401A Avery; 212-854-3473**

The manager provides assistance to the dean and the associate dean. She handles the dean's schedule and assists with the scheduling and management of the School's special events and lectures. She has information about these events, about the Columbia Architecture Galleries, and about the faculty of the GSAPP. She oversees the assignment of student assistantships.

## **Administrative Assistant to the Dean**

Matthew Colunga

401 Avery; 212-854-3473

The administrative assistant to the dean provides administrative support to the Dean's Office, screens visitors, and answers general questions about the School. She assists with the School's public events and is responsible for the sale and distribution of the School's publications.

## **Assistant Dean for Admissions, Financial Aid, and Student Affairs**

Danielle Smoller

400 Avery; 212-854-3510

The associate dean for admissions, financial aid, and student affairs is responsible for all matters pertaining to admissions, registration, student records, class schedules, and financial aid. Her office handles all questions pertaining to student affairs: loan and work-study applications, course and program requirements, graduation, etc. The associate dean also participates in certain schoolwide committees. She is responsible for the management of all office personnel and is the liaison with the University Human Resources Office regarding grading and salary. She supervises work-study personnel, advises students throughout the year about their academic course requirements, and reviews and authorizes transcripts for graduation.

## **Student Affairs Officer**

Fatou K. Dieye

400 Avery; 212-854-3510

The student affairs officer assists the associate dean for admissions in all matters pertaining to admissions, financial aid, and student affairs. She is responsible for all student records and course information. Students should go to her with all problems about academic affairs: change of grades, registration problems, housing,

course information, etc. The student affairs officer also handles all admissions information.

## **Administrative Assistant, Admissions Office**

The administrative assistant handles all admissions mail, keeps track of all applications, enters and updates application information of all applicants and current students into the University's systems through software such as Filemaker and Student Information Systems, and gives instructions and guidance to part-time work-study staff.

## **Assistant Dean of Finance**

Janet Reyes

406 Avery; 212-854-3511

The assistant dean of finance handles budget and finance for the School. All academic and administrative appointments are processed in her office. She is responsible for the financial records of the School.

## **Administrative Coordinators**

Yesenia Ozoria

Y405 Avery; 212-854-0646 Elizabeth Alicea 405 Avery; 212-854-0625

The administrative coordinators assist the director of finance in all matters pertaining to adjunct faculty and student appointments, record keeping for faculty allocations, hourly payrolls, Kinne-sponsored and other trips, graduation prizes, and processing and tracking of School spending. Faculty, administrators, and students should go to them for help with purchasing, reimbursements, payments to non-University entities, and payroll issues.

## **Administrative Assistant, Finance Office**

406A Avery; 212-854-3415

The administrative assistant assists the director of finance with the daily work of the Finance Office, including data entry, purchasing, maintaining inventory, and distributing paychecks.

**Director of Development**

Devon Provan

403 Avery; 212-854-2227

The director of development is responsible for the School's fund-raising opportunities and priorities. She manages a portfolio of major gift prospects and oversees the activities of the School's Office of Development and Alumni Relations.

**Alumni Relations Officer**

Natasha Marra

403 Avery; 212-854-2843

The alumni relations officer is responsible for the School's relationship with its alumni. She organizes alumni events and manages the School's annual fund campaign.

**Administrative Assistant, Office of Development and Alumni Relations**

Esther Turay

403 Avery; 212-854-9543

The administrative assistant provides support to the development officer and alumni relations officer of the School. She processes gifts to the School and assists with events planning.

**Director, Temple Hoyne Buell Center for the Study of American Architecture**

Reinhold Martin

300-level, Buell Hall; 212-854-8165

The director of the Buell Center is responsible for guiding and

coordinating programs of symposia, seminars, dissertation fellowships, exhibitions, and fund-raising for the Center as they are developed in conjunction with the dean and the Center's board of advisers.

**Program Coordinator, Temple Hoyne Buell Center for the Study of American Architecture**

Anna Kenoff

300-level, Buell; 212-854-8165

The program coordinator is responsible for managing all elements of the day-to-day functioning of the Buell Center and supervises all practical aspects of its public and scholarly programs.

**Editor, Printed Publications**

Craig Buckley

409 Avery; 212-854-9767

The editor of printed publications is responsible for all aspects of the production of the School's printed publications, including editing, designing, and printing. She works with the dean on the School's strategic plan for publication.

**Director of Special Events**

Gavin Browning

409 Avery; 212-854-9248

The director of special events manages all of the School's public events sponsored by the Dean's Office and assists with events sponsored by the various program offices and the Development and Alumni Affairs Office. He handles publicity for Schoolwide events and maintains the School's Web site events calendar.

**Assistant Director, Historic Preservation and Urban Planning**

Trisha Logan

**411 Avery; 212-854-3080**

The associate director is responsible for the administration of the Historic Preservation and Urban Planning Programs. This includes managing general program matters, recruitment, and administering student theses, internships, and Kinne Travel. She is also the primary contact for prospective students and professional organizations in both fields..

**Director of Operations**

Mark Taylor

917-526-0703; [mt156@columbia.edu](mailto:mt156@columbia.edu)

The Director of Operations is responsible for maintaining all spaces occupied by the GSAPP. All renovations of GSAPP spaces are coordinated through this office. The Director of Operations assists the Dean in planning space allocations throughout the School. Additionally, all safety procedures, hours of operation, staff selection and supervision of the School's woodshop are the responsibility of the Director of Operations.

**Executive Director of Technology**

John Ramahlo

415 Avery

The Executive Director of Technology manages all aspects of information technology at the School, including workstations, servers, desktops, AV, networks, and software. He manages the technical support team, the audiovisual team, and the Output Shop team, and assists the dean in long-range planning.

**Lead Systems Coordinator**

Benjamin Goldie

206 Fayerweather; 854-8405

The lead systems coordinator is responsible for a range of technical and logistical operations of the School's network, including installation, support, and troubleshooting hardware and software. He assists the systems

administrator in the day-to-day management of the technical support team as well as administration of the School's data servers.

### **Systems Coordinators**

Alice Warren, Khaleel Inshanalli, Vann Keo, Leon Chung  
206 Fayerweather; 854-4367  
415 Avery (Leon); 851-0484

The systems coordinators are responsible for service and support of all desktop hardware and software at the School, assist in maintaining the School's network and in hardware and software installation.

### **Print Shop Manager**

Carlito Bayne  
600 Avery; 212-854-2524

The Print Shop manager is responsible for the day-to-day operation of the School's Output Shop, which produces work needed for design studio assignments. He operates the laser cutter and other print shop equipment and assists students as needed with output of drawings, documents, and 3D material. He manages the student assistants/staff of the Output Shop.

### **Audiovisual Manager**

Luis Fernández  
203 Fayerweather; 212-854-8142

The audiovisual manager is responsible for all aspects of the School's audiovisual infrastructure and supervises the setup, maintenance, and scheduling of service for all audiovisual facilities and portable multimedia equipment. He manages the audiovisual aspect of all of the School's public events.

### **Audiovisual Assistant**

Kevin Allen

## 203 Fayerweather; 854-5595

The audiovisual assistant assists the manager with the daily operations of the School's AV Office. He handles reservations, checkout, and return of equipment, maintains inventory, and assists with the School's public events.

## **Receptionist**

400 Avery; 212-854-3414

The receptionist has information on how best to get in touch with faculty and staff (telephone numbers and addresses of offices and residences, office hours, etc.). The receptionist is also in charge of audiovisual equipment and miscellaneous items such as first-aid materials. Audiovisual equipment must be reserved in advance with the receptionist, who also handles room reservations for reviews, special lectures, etc., and is in charge of locks and keys.

## Directors

Aside from general administrative and teaching duties, directors advise the dean on overall policies, program planning, admissions, and pedagogical matters. They are responsible for coordinating and supervising the curriculum for studio or courses, and for monitoring pass/fail procedures in consultation with the faculty. Directors also coordinate with other programs in the School, meet and advise faculty and students, and make recommendations to the dean for the employment of instructional staff. Each director belongs to the Director's Committee.

- M.Arch. Core Studios: Michael Bell, 400 Avery, 212-854-3414
- M.Arch. Advanced Studios: Laurie Hawkinson, 212-854-3414
- M.S. in Advanced Architectural Design: Enrique Walker, 400 Avery, 212-854-5931
- M.S. in Architecture and Urban Design: Richard Plunz, 414 Avery, 212-854-1816
- M.S. in Urban Planning: Robert Beauregard, 413 Avery, 212-854-3513
- M.S. in Historic Preservation: Andrew S. Dolkart, 411 Avery, 212-854-3518

- M.S. in Real Estate Development: Vishaan Chakrabarti, 409 Avery, 212-854-3524
- New York/Paris Program: Danielle Smoller, 414 Avery, 212-854-9578 (New York), Patrick O'Connor (Paris)

## **Sequence Directors (M.Arch. Program)**

In addition to teaching, sequence directors are responsible for the organization and coordination of the courses given in their field.

- History/Theory Sequence Director: Reinhold Martin, 212-854-8165
- Building Technologies Sequence Director: Phillip Anzalone, 212-854-3596
- Visual Studies Sequence: Director, Laura Kurgan

## **Administrative Assistants for Programs**

Administrative assistants for programs are responsible to their program director(s) and for the daily operations of their program. They oversee the preparation of all course material, official notices, and memoranda, and assist faculty with regard to their classes and course handouts. The administrative assistants also deal with student and faculty inquiries, requests, complaints, etc., and monitor all appointments made by their director(s).

- Administrative Assistant, Architecture Programs: 404A Avery, 212-854-2444
- Administrative Assistant, Architecture and Urban Design program: 415 Avery, 212-854-1816
- Administrative Assistant, Historic Preservation and Urban Planning: Leigh Brown, 413A Avery, 212-854-3513
- Assistant Director, Academic Affairs, Real Estate Development: Jessica Stockton, 409B Avery, 212-854-3524



# ARCHITECTURE

## MASTER OF ARCHITECTURE DEGREE PROGRAM

CORE STUDIOS DIRECTOR: Mr. Michael Bell

ADVANCED STUDIOS DIRECTOR: Ms. Laurie Hawkinson

The Master of Architecture Program is a three-year first professional degree program that examines the importance of architectural design concepts in relation to historic and contemporary issues in an evolving culture.

Being part of a great university located in a major metropolis has determined much of what is unique about the Architecture Program. The School is not only able to attract excellent faculty members, but it is also able to draw upon the large and diverse community of architects, theorists, practitioners, and scholars in New York. Thus the program is able to expose student architects to architecture as a complex and pluralistic cultural endeavor.

At the same time that it explores the richness of architecture culture, the program seeks to provide an orderly system for integrating the various aspects of architectural study. Therefore, the curriculum is broadly divided into the study of history and theory, technology, visual studies and methods, and design. Learning about architecture involves, on the one hand, examining those historical, social, cultural, technical, and economic forces that shape buildings; on the other hand, it means mastering these forces with means traditionally available to the architect and the latest experimental concepts and techniques. The design studio is the main focus of the curriculum in that it offers the opportunity to integrate and synthesize what is being studied. In general, the program seeks to impart basic principles and knowledge, to develop visual and analytical skills, and to relate creativity to given cultural situations. It is hoped that architects, thus trained, will be able to use their knowledge and insight by responding to and improving the built environment.











